ESSENTIAL LANGUAGE HABITS

Book Two

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Mary M. Eliot

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BOOK TWO

BY

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PREFACE

The writers of this series have endeavored to incorporate three ideas in living textbook tissue. They have taken pains through careful investigations of national breadth to ascertain exactly what are the minimum essentials of language and grammar. These minimum essentials have been determined by their investigations to the same degree of definiteness as are arithmetical operations. They are found in the text, in the checking lists, in the table of contents, and in the rules and definitions of grammar which constitute the backbone of the series. Nothing is taught which does not deal with a common, practical difficulty, or which is unnecessary to understand the rules which control the difficulties.

Besides determining the practical content of language and grammar, the authors have also constantly and continuously sought to habituate the pupils in the correct forms of language. They hold the belief in common with all teachers, that the study of language and grammar is futile unless thereby children grow into the habitual use of correct language. They are convinced that in order to improve speech it is necessary to give motivated drill upon correct forms until these forms become automatic and, in becoming so, supplant errors. This means that the material through which the correct forms are taught must be interesting, and that exercises, drills, games, and tests for the accomplishment of this purpose must be the backbone of instruction. Consequently the series resembles, in this feature of its plan, the fundamental instruction in arithmetic essential to skill in the mechanics; but the illustrative literature, games, pictures, and concrete topics through which this instruction is given possess an inherent interest for children which numerical situations cannot so generally and so easily attain.

All known and proved devices for forming language habits have been so used to the utmost in connection with interesting and valuable selections from literature, pictures, games, drills, and original compositions.

The authors also believe that the only way to teach language effectively is by the project method, and they have sought to do this in a thoroughgoing way. This means that the language projects, such as conversation, letters, clubs, and debates are utilized, but it more particularly means that the material in the text is so arranged that it can be used in connection with the language phases of other projects. In the writing of themes, the preparation of reports, and in class recitations, language functions as a means for the carrying out of projects which cannot strictly be called language projects. In the last analysis, language teaching is controlled outside the language period rather than within it. The language lesson is the sanctuary into which the student withdraws from the onrush of mental life to concentrate upon the technique of language. Consequently, the material in the text is arranged in convenient form for practice upon the difficulties of language technique. To this the teacher may turn whenever attention must again be paid to a particular language form, whatever may be the project which she is teaching.

In short, the authors of the series have attempted to determine the practical content of language and grammar, to provide the procedure for making correct forms automatic, and to arrange the material so that it may be easily used in connection with the language work of the pupils outside the language recitation.

Special acknowledgment is gratefully made of the assistance rendered in a particularly personal way by many teachers, critics, and assistants whose number is too large for individual mention.

—THE AUTHORS

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M. I. Buck

PART ONE

1. The First Story of the Year

The boys in this picture seem to be hunting for something. What do you think they expect to find? Where does this stream of water probably come from? Can the boys fish in it? Do you think by any chance one might find a swimming hole farther up stream? If you were to follow the path at the right where do you suppose it would lead you? Did you ever follow a trail through the woods? How is a trail marked?

Are these boys from the city or the country? Are they Boy Scouts? Perhaps they are on a camping trip. If so, where have they pitched their tents? Are they old enough to do their own cooking? If not, who cooks for them? How do they spend their time? Perhaps they explore the woods and fields near by. What interesting things can they observe there?

Oral Composition. No doubt each one of you has had at least one interesting trip during the summer, although you may not have visited just such a spot as the one you see in this picture. Think over the most interesting part of your trip, and prepare a story describing it. Do not forget to make a careful outline, and to review all the rules for oral composition before you attempt to tell the story.

2. Review Tests. Test A. Capitalization and Punctuation

Before learning new language rules, it will be best to test yourselves on those already studied. This lesson and the three following it contain the tests that were given at the end of last year. Review these tests and then you will know exactly how much you have remembered and just what rules, if any, you have forgotten.

In this test* the teacher will read ten sentences, which you are to write with the proper punctuation marks and capitals. The first sentence dictated consists of two lines of poetry.

3. Test B. Word Forms

Decide which is the right form to use in each of these sentences, and write the sentences.

1. That man (doesn't, don't) seem cross.
2. (Was, Were) you here yesterday?
3. I (seen, saw) him outside the door.
4. I haven't (any, got none).
5. Is mother (lying, laying) down?
6. He (laid, lay) in the grass all morning.
7. John has (lain, laid) his skates on the desk.
8. I am (setting, sitting) in the hammock.
9. He (set, sat) down.
10. I (come, came) on the morning train yesterday.
11. It (makes, doesn't make) no difference to me.
12. (Them, Those) books are old.
13. Our teacher has (went, gone) home.

*The sentences for dictation may be found in the Manual.

4. Test C. Word Forms

In taking this test, follow the directions at the beginning of Test B.

1. The wind (done, did) that.
2. Sister, it is (me, I).
3. (There, Their) is our car.
4. I will (sure, surely) come.
5. It is (to, too, two) hot (to, too, two) walk (to, too, two) miles.
6. It (isn't, ain't) far.
7. I have (wrote, written) three letters today.
8. She sings (good, well).
9. The boys (was, were) away last Sunday.
10. (Its, It's) very warm this evening.
11. William (rung, rang) the bell a minute ago.
12. (Jean and I, I and Jean) are seven years old.
13. Father talked to Jimmie and (I, me).
14. I sent her (for, four) the children.

5. Test D. Letter Writing

Write a letter to a friend who lives at a distance, giving news that you think will be interesting. Draw neatly with a ruler a rectangle to represent the envelope for your letter, and write the address on the envelope.

When you have finished, check your letter carefully and then rewrite it if there are any corrections to be made.

Compare it with the letter which you wrote at the close of last year. Does your work show improvement? If so, in what ways? Keep both letters for comparison with your work at the close of this year.

6. Preparing a Story

Who is the best story-teller you know? Do you know any one whose stories are not interesting to you? Have you ever heard the same story told by two different persons? Was it interesting in one case and uninteresting in the other? How do you account for this? Some grown people and some children tell stories well, and others do not. If you want to be interesting and entertaining to your friends, however, you should learn to be a good story-teller.

If you will turn to the checking list at the back of the book, you will find seven rules for oral composition which will help you to tell stories well. You will study three of them today.

Choose subjects which the class does not know about but which are familiar to you.

When something exciting happens at school, your father and mother are, of course, interested to hear about it. But would they show the same interest if you were to begin telling about it a second time? Of course, there are some very good stories which we like to hear a second, or even a third time, but usually once is enough. In telling stories to the class, then, remember that your classmates are apt to be most interested in something they have not heard before.

Exercise. What experiences did you have in vacation which most of the class have not heard about? Write a suitable title for the story of each of these experiences.

Choose subjects which will interest your audience.

By your *audience* we mean the people who hear you talk. Are you interested in everything that other people say? Does every one listen to you when you talk? Are boys and girls always interested in the same subjects? What subjects are of interest to both? to boys? to girls? This rule and the preceding one must be kept in mind when you are required to choose your own composition subject.

Exercise. Read the titles which you wrote in the last exercise. Which of the stories will be of most interest to the class as a whole? to the boys? to the girls? Which one of all the stories shall you select to tell to the class?

Tell the story to yourself until you can do so without hesitation.

Do you like to tell stories to yourself? It is great fun! When Abraham Lincoln was a boy, he used to listen in the evenings to the conversation of grown-up people. After he went to bed, he tried to repeat it to himself in his own language. It was partly by such practice as this that he acquired that ability to use language accurately and effectively which helped to make him a great leader. The best way to prepare an oral composition is to practice telling it to yourself until you have it right on your tongue's end.

Exercise. In the last exercise you selected a story to talk about. Repeat this story to yourself until you can tell it without hesitating. You will have an opportunity to tell your story to the class.

7. Telling a Story

Repeat the three rules studied in the last lesson. There are four other rules for oral composition, all of which are easy to remember.

Talk so distinctly that every one in the class can hear you.

Do you like to listen to a speaker whom you cannot hear well? When you talk to the class you should not mumble or whisper your words. If you will look at the person who is farthest away from you and talk so that he can hear you, every one else in the class will be sure to hear what you are saying.

On the other hand, children often talk louder than necessary. Did your mother ever speak to you about your voice? What did she say? When you find yourself talking too loud, begin at once to speak in a lower tone.

Pronounce your words carefully.

This means that you should be careful, for instance, not to say *becuz* for *because*, or *nothin* for *nothing*. You should form the habit, if you do not already have it, of pronouncing the word *yes* properly. It is a word that is most shamefully abused.

Do not use too many *and's*.

You were given this rule two years ago when you first began the study of language. Do you still use too many *and's?* Do you use fewer than you used to? How do you know? You should also avoid the use of *uh* and the too frequent use of *but* and *well*.

Stand squarely on your feet; do not lounge.

Exercise. Tell another good story about what happened to you this summer. In preparing and telling it, keep in mind all the seven rules. When the lesson is over, take a vote as to whether or not these stories were better told than those of yesterday.

8. Telling Stories from Outlines

Have you read *Robinson Crusoe?* Do you remember how he was shipwrecked on a lonely island? The Indian woman in the following story was not shipwrecked, but she lived alone in an uninhabited country for seven months, finding food, shelter, and clothing for herself during all that time. The story is told by Samuel Hearne, an explorer, who traveled through northern Canada about a hundred and fifty years ago.

On the eleventh of January, as some of my Indian guides were hunting, they saw the track of a strange snowshoe. Astonished at this sight, in a region supposed to be hundreds of miles from any human being, the Indians followed up the track. Before long they came to a little hut made of snow and driftwood, where they discovered a young woman sitting alone. Finding that she understood their language, they brought her with them to our tents. Here, upon being questioned, she told us that she was one of the Dog-Ribbed Indians, who had been taken prisoner by the Athapuscow Indians in the summer of 1770. In the following summer, when the Indians who had captured her were traveling through this country, she managed to escape from them. She intended to find her way back to her own people, but

in this she was disappointed. She could not remember the turnings and windings of the rivers and lakes through which her captors had taken her in a canoe. Instead of despairing, however, she set about building her a shelter for the winter, and, having completed it, settled down to her solitary housekeeping.

She kept a record of all the moons which passed, and from this it appeared that for seven months she did not see a human face. All this time she kept herself alive in this desolate country entirely by her own efforts. When she had run away from her captors, she had taken with her a few deer sinews. With these she made snares, and caught partridges, rabbits, and squirrels. She also killed a few beavers and porcupines. By the time the snares made of the deer sinews were worn out, she was ready with another stock made from sinews drawn from the legs of rabbits and squirrels which had fallen victims to her cunning. That she did not seem to have been in want was evident, as she had a good stock of provisions when she was discovered.

She had not only laid up a good supply of food, but had also taken equally good care to provide herself with clothes. From the skins of the various animals that she had caught, she had made an excellent winter suit, which was not only warm and comfortable, but which was put together with great taste and decorated with many ornaments.

Her working tools consisted of the broken shank of an iron arrowhead and a few inches of iron hoop, roughly sharpened into a knife. With these she had made her dress, a pair of strong snowshoes, and several other useful articles.

Keeping a fire had given her the most trouble. With two sulphurous stones, she had been able, by dint of violent

friction and continuous pounding, to obtain a few sparks with which to kindle a handful of loose fibres of wood. But the labor was wearisome and long, and, to avoid the necessity of it, she had not allowed her fire to go out for many months.

When she did not need to hunt, she occupied her time in peeling off the inner bark of the willow trees, and this she twisted into a kind of twine. She had already made several thousand feet of this twine, and it was her intention, as soon as the frost should break up the ice on the streams, to make the twine into a net for fishing.

Through what kind of country were Mr. Hearne and his guides traveling? What time of year was it? What kind of weather is found in northern Canada at this season? What did the guides notice in the snow? What did they find at the end of the trail? Of what was the house made? How did the Indian woman happen to be there? How long had she been there? What is meant by a "moon"? How had she obtained her food? her clothing? What tools did she have? How did she make her first fire? How did she make twine for her fish-net?

Oral Reproduction. Before telling this story, let us make an outline. This will help us to keep in mind the order in which the events of the story happened. In telling the story we shall in this way be sure to finish one topic before we begin the next. Since this is the first lesson on outlines this year, we shall make the outline for you.

1. How the woman was found
2. How she had secured her food
3. How she had made her clothes
4. How she had made and kept her fire
5. How she had made twine

What other topics might be included? You may include them if you wish, but, if you do, put each in its proper place in the outline. What rules for oral composition shall you need to follow in preparing and telling the story?

Oral Composition. *A*. If you have read *Robinson Crusoe*, you may tell some incident in the story. Make an outline. What is the first topic? What are the remaining ones? After you have made your outline, tell the story to yourself. Read the incident again if you need to refresh your memory regarding details.

B. If you have not read *Robinson Crusoe*, imagine that you are lost in a forest with only a jackknife and a dog. You have no matches, no gun, no food, and no fishhooks. There are no grocery stores, no farmhouses, and no people, but there is plenty of water. How would you build a shelter, make a fire, get your food, and clothe yourself?

9. Group Work

Your teacher will divide the class into five groups. The members of the first group will write a paragraph on the first topic in the story of the Indian woman. Those in the second group will write a paragraph on the

second topic, and so on. In class, some from each group will be asked to read their paragraphs.

Checking. Before writing, read carefully the rules for written composition. You will find them in the checking list, under the heading, *Rules for Written Form.* After your paragraph is written, look again at the first rule: *All words should be spelled correctly.* Are there any misspelled words in your paragraph? If so, correct them. What is the second rule? Have you followed it? If you are not satisfied with the writing, copy the paragraph. Before doing this, however, check your work with all the other rules except 8 and 9, so as to make sure that all mistakes are corrected.

10.* Commas

What are the two rules which you have already learned about using commas? Find these rules in the checking list. Where should a comma be placed in each of the following sentences? Give the reason in each case.

John come here.
Jean said "I have no pencil."

Now let us learn two new rules.

The Indian woman made clothes and fish-nets for herself.

The Indian woman made clothes, snowshoes, and fish-nets for herself.

In the first sentence, how many things are we told that the Indian woman made? In the second sentence,

how many? When three or more words are used, one after another, as *clothes*, *snowshoes*, and *fish-nets* in the second sentence, we say that the words are in a *series*. You have probably used the word *series* in speaking of ball games. A baseball *series* means "one game after another." Are any commas used in the first sentence? Where are commas used in the second sentence?

Words in a series should be separated by commas.

Copy the following sentences, punctuating each correctly:

The box contained a knife an old dime and a baseball.
I saw a cow a calf and a lamb standing side by side.

The next rule is easier. Notice where the comma comes in the following sentences:

Are you cold? No, I am not cold.
Are you old enough to do that? Yes, I am ten years old.

How are *yes* and *no* separated from the rest of the sentence?

If *yes* or *no* is used as part of an answer to a question, it is separated from the rest of the answer by a comma.

Written Exercise. As you read the following sentences, decide where commas are needed. Write the sentences correctly. Tell why you have used a comma in each case.

1. He loved his child his horses and his hounds.
2. The ships were laden with gold silver and jewels.

3. Father may I ride my bicycle?
4. No, the road is too rough.
5. Did you cut down the cherry tree George?
6. Yes I did father.
7. I have roses tulips violets and honeysuckle in my garden.
8. Father mother and I all saw the parade.
9. "I have finished my seat work" said Tom.
10. In our garden we grow peas beets onions and potatoes.

11. Oral Composition

This is a true account of how a young Boy Scout saved another boy's life.

Two boys, Walter Johnson and Oswald Nissula, were playing on the ice in a granite quarry hole at Quincy, Massachusetts, when the ice suddenly gave way, letting both boys into the icy water, which was over thirty feet deep.

A little girl who heard the cries of the boys ran down the hill for assistance. Toivo Honkonen, a thirteen-year-old Boy Scout, was coming up the hill at the time. Toivo hastened to the quarry, where he found Oswald Nissula clinging to the ice. With a rope which was brought to the scene by a woman, Toivo formed a lasso and threw it around the waist of the boy in the water. With the help of another boy, he managed to get Oswald up the steep sides of the quarry hole to the bank.

Oswald was found to be unconscious when brought to the bank. Toivo at once set to work to restore respiration and circulation. As a Scout, he knew that not a minute should

be lost. After he had worked over the apparently drowned boy for some time, and had pumped about a pint of water from his lungs, Oswald regained consciousness. As soon as he could speak, the fate of the other boy, Walter Johnson, was learned. Walter did not come up again after going through the ice.

The police and a physician were soon on the scene, for Scout Honkonen, while working on Oswald, had directed another boy to notify them.

At the time of the rescue, Scout Toivo Honkonen was preparing to pass his first class test in first aid and life saving. Since then he has become a senior patrol leader and has won several merit badges, including first aid, first aid to animals, safety first, firemanship, swimming, and life saving. Toivo is a boy of Finnish ancestry, but a real American. He was constantly on Scout service for his country during the war. His Scout motto, "Be Prepared," means much to him, and he keeps himself in readiness to save life or to be of service in any emergency.

Describe the accident to the two boys. Describe the rescue of Oswald. What is meant by "restoring respiration and circulation"? How may one pump water from the lungs of a half-drowned person?

Almost every day you may hear of more than one hero: a boy saves a girl from drowning when a canoe capsizes; a fireman climbs a high ladder to save a woman or a child from a burning building; a man wrecks his automobile to keep from running over a child. Perhaps you yourself know some one who has

performed a brave act. The newspapers often contain accounts of such acts of heroism.

Prepare such a story and tell it to the class. What an interesting lesson it will be if every one has an exciting story and is able to tell it well! It will be very necessary to have a good outline. If you cannot think of a story, you may make an outline of the one in today's lesson and be ready to tell it.

12. Troublesome Words

We sometimes have difficulty in using correctly the different forms of certain words. We can overcome this difficulty by remembering which forms need helping words and which do not. We may say, "I saw him," or, "I have seen him," but never, "I have saw him," or, "I seen him." *Seen* always has a helping word, while *saw* never does. Some of the helping words are *have*, *has*, *had*, *was*, *were*, *is*, and *are*.

This list contains the forms of words studied last year which may still give you trouble.

see	saw	have seen
ring	rang	have rung
come	came	have come
do	did	have done
write	wrote	have written
go	went	have gone

Learn these forms as they are given here. Say them over and over to yourself rapidly until the sound

becomes familiar. Then, whenever you are not sure which form is used alone or which needs a helper, repeat rapidly to yourself the three forms.

If you learn this one lesson so well that you always use all the forms of these six words correctly, one-eighth of all the mistakes which you are liable to make in language will disappear. You see, therefore, how important this lesson is. Which of these six words gives you the most trouble?

Exercise. In each sentence given below, the blank is to be filled with the correct form of the word written in parentheses at the beginning of the sentence. How shall you decide which form to use? After you have decided on the correct forms, write the sentences. Check your work.

1. (see) I have —— a giraffe.
2. (do) He —— it by himself.
3. (come) Has Julia —— yet?
4. (write) I have —— two stories.
5. (ring) Jack —— the bell.
6. (go) She has —— home.
7. (come) She —— last night.
8. (come) She has —— to stay.
9. (go) They —— home.
10. (ring) The school bell has ——.
11. (write) Dick —— to his cousin last week.
12. (see) I —— him get off the train.
13. (do) He has —— his seat work.
14. (see) I —— an accident today.

13. Words Which Are Similar in Sound but Different in Spelling

When we write we sometimes have trouble with the spelling of words which are pronounced alike or nearly alike but which have different meanings.

A. Which of these words—*to*, *too*, *two*—shall we put in each blank space in the following sentence?

The —— boys want —— go ——.

Before we can decide which word to use, we must know the meaning of each one. *Two* is always a number. *Too* means "also" or "very." *To* is the word which is always used unless the meaning is "the number two," or "also" or "very."

There are *two* men.
I am tired *too* (also). It is *too* (very) late.
I am going *to* bed.

Now try to fill the blanks in the sentence above.

B. For and *four* do not really sound alike if pronounced correctly, but careless pupils sometimes write *for* for *four*. This mistake is easy to correct if we remember that *four* is a number.

Four men went *for* a policeman.

C. Their and *there* sound alike but are spelled differently. *There* usually means "in that place"; *their* means "belonging to them."

I left my books *there*. This is *their* dog.

Exercise. Decide which word in parentheses is the correct word to use in each sentence. Be prepared to

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tell why you chose the word you did in each case. In class your teacher may dictate the sentences to you.

1. There is (too, two, to) much water in the glass.
2. (Their, There) are (to, two, too) books in my desk.
3. I have made this apron (for, four) my sister.
4. I saw the book (their, there) a moment ago.
5. (To, Two, Too) boys went by on (there, their) way (to, two, too) school.
6. (There, Their) are (for, four) quarts in a gallon.
7. (For, Four) whom are these (to, two, too) books?
8. It is (to, too, two) bad (to, two, too) see them so lazy.
9. They want (there, their) money.
10. (There, Their) are (their, there) dolls.
11. I saw (there, their) caps lying over (there, their).

14. Telling a Story from a Picture

Which of these boys is the leader? What makes you think so? About how old are they? What do you think they are talking about? Are they planning a picnic or a fishing trip? I wonder where the path leads. One end seems to disappear under the hill where the boys are sitting, and the other end goes out of sight among the trees.

Can big boats sail on this river? What makes you think so? Would you have to swim to reach the island? Could you fish from the island? Think of a good name for this picture.

Original Story. Pretend that you are one of the boys in this picture and that you are visiting in the

town which you see on the bank of the river. Tell the story of what you are persuading the other boys to do. Before class read the oral composition rules again.

15. Sentence Study

Let us study the following sentences:

1. Help! My dress is on fire!
2. What shall I do?
3. Quick! Wrap this coat around you!
4. Now the fire is all out.

With what kind of letter does each sentence begin? What mark of punctuation is used at the end of the first and third sentences? When is this mark used? What mark of punctuation is used at the end of the second sentence? When is it used? What mark is used at the end of the last sentence? When is it used?

The first letter in a sentence is always a capital letter.

A period is placed at the end of a statement.

A question mark is placed at the end of a question.

An exclamation mark is placed at the end of a sentence or after a word to express deep feeling.

Repeat these rules to yourself until you can say them rapidly and correctly.

Exercise. Read this story. What is wrong with it?

I went down cellar last night in the dark to look for some apples they were in a box somewhere so I felt around then suddenly a terrible noise struck my ears bang clatter I thought I should be killed I rushed for the stairs and

bumped my head on a post did it hurt I saw stars but kept on going I rushed into the living room and told my mother that there was a wildcat in the cellar which had almost bitten me she went downstairs with a light and soon came back what do you think had happened I had knocked down six milk pans.

Read it through once more and decide where each sentence should end and what punctuation mark should be placed at its close. How should each sentence begin? Write the story, separating it into sentences and using punctuation marks correctly. Give your reason for each mark of punctuation used.

16. *Good* and *Well*

In Test C a few days ago you were asked to write correctly the sentence:

She sings (good, well).

The sentence should, of course, be written thus:

She sings *well.*

Which word—*good* or *well*—should be used when you wish to tell *how* something is done? If you always keep in mind the answer to this question, you will never have any trouble in using these two words correctly.

I have a *good* canary. It sings *well.*
Eleanor is a *good* artist. She draws *well.*

Exercises. *A.* Write six pairs of sentences like those above. Check your sentences to see whether *well* is used correctly.

B. Read the following sentences, using *good* or *well*, whichever is correct, in each of the blanks. Give the reason for your choice. Your teacher may call upon you to write the sentences in class.

1. These are —— skates.
2. These scissors cut ——.
3. I can skate ——.
4. I like to read a —— book.
5. I can read ——.
6. I cannot spell ——.
7. —— fairy stories are interesting.
8. Mary can tell stories ——.
9. "Yes," she replied, "it is a —— story."
10. My knife cuts ——.

C. Play this game rapidly. Suppose Ellen, Edgar, and Nancy are pupils in your class.

TEACHER: Ellen may begin the game.

ELLEN: I am a *good* writer. I write *well*. Edgar, what are you?

EDGAR: I am a *good* blacksmith. I shoe horses *well*. Nancy, what are you?

The game continues in this way until every one in the class has taken part several times. Every time a pupil makes a mistake in the use of *good* or *well*, he must make a cross on his paper. Can you finish the game without having to make a single cross?

Those who have made a mistake may play the game again while the others listen to correct any further errors. This procedure may be continued until every member of the class gives his sentences correctly.

17. Mentioning Yourself Last

There are styles in language just as in clothes. The Romans used to say two thousand years ago, *Ego et meus rex*, which means, "I and my king." At that time it was polite to speak of one's self first. But now it is considered very impolite to say "I and John," or "Me and Mary." You should always mention yourself last when talking about yourself and one or more other persons.

Read these four sentences:

1. Mary and I are good chums.
2. Susan, Margaret, Jean, and I all went together to the show.
3. Jean plays with Margaret and me sometimes.
4. The lady talked to Susan and me.

In these sentences did the persons who were speaking show politeness?

Do you remember a test learned last year which enabled you to decide whether to use *I* or *me?* This is it: Repeat the sentence, omitting the name of the other person, as:

The lady talked to (*I* or *me*).

Now tell which is correct:

The lady talked to Susan and (*I* or *me*).

Exercise. Write five sentences about yourself and some one else. Use *I* in three of the sentences and *me* in two of them. Make one sentence a question and one an exclamation.

18. Capital Letters

Turn to the checking list. Notice all the rules for capitals. Read the first one. Do you understand it? Then write the rule and below it write two sentences illustrating the rule. Read the second rule, write it, and below write two lines of poetry. Do this for all the other rules for capitals. Try to have a perfect score this time.

Repeat rapidly: (1) the names of the months in order, (2) the names of the days of the week, and (3) the rhyme beginning "Thirty days hath September." Write the names of the months in a column; after each write its abbreviation and the number of days in that month.

Dictation. As you read the following story, think of the reason for using each capital letter; each mark of punctuation. The teacher will dictate this story to you in class.

Harry was a little Italian lad who came to Chicago from Rome. When I first saw him he knew only one stanza of poetry.

Work while you work,
Play while you play,
That is the way
To be happy and gay.

I asked why he knew so little poetry. He answered, "My father taught me poetry only on the twenty-ninth of February. So I have had just two days in which to learn it." I think Harry's father should have taught him poetry on every second Monday at least. Don't you think so?

19. A Story to Complete

A TRIP TO THE CIRCUS

It was a holiday. In the town of Rockville, ten miles away, there was to be a circus. Arthur, Leslie, and Dick had been given permission to go to Rockville to see the circus. Mr. Norton, Dick's father, said, "Boys, I will take you to town in my automobile if you like."

Of course the boys were delighted. They climbed into the car and waved good-by to Dick's mother standing in the doorway. All went well for the first five miles. Then the car stopped. Something was wrong.

What should be added to these two paragraphs to complete this story? How many more paragraphs do you need? After you have decided on a good ending, tell the whole story to yourself. Review the rules for story telling. After the stories have been told in class, you may take a vote as to which one has the cleverest ending.

20.* Rules of Politeness

Are you always interested in what a speaker is saying to his audience? Are you always interested at the moving picture show? in the opening exercises of your room? Should you expect a speaker always to interest you? Why not? Sometimes it may be your own fault that you are not interested; perhaps you do not pay attention. You can, of course, make yourself pay attention by watching the one who speaks and trying to understand what he is saying.

Even if you are not interested, however, it is impolite and ill-mannered to be noisy in an audience. Out of consideration for others who wish to listen, you should sit quietly. By being quiet you are also aiding the speaker.

Written Exercises. *A.* In any public meeting, what are some of the things polite boys or girls always do? Write out a set of rules to follow, such as removing your hat at the door (if you are a boy), not jumping up in the middle of the exercises, and so forth.

B. Write a list of rules which boys and girls should follow in the classroom if they wish to be polite when some one is speaking.

Talk over in class what you have written, and decide upon a set of rules of politeness to be followed at public meetings; in the classroom. Copy these very neatly and place them where you can read them often.

21. Poem Pictures

We usually think of pictures as being made with pencils or crayons or brushes and paints. Did it ever occur to you that they can also be made with words? In this poem Robert Louis Stevenson paints nine word pictures. Of course, word pictures are harder to see than other kinds. It will help you to stop after each of the nine, read the words again, and try to see the picture in your own mind. The pictures have been numbered so that you will have no trouble in finding them.

TRAVEL

(1) I should like to rise and go
Where the golden apples grow;—
(2) Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;—
(3) Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret
Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar;—
(4) Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum,
Cities on the other hum;—
(5) Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and cocoanuts
And the negro hunters' huts;—
(6) Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies,
Hunting fish before his eyes;—
(7) Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in a palanquin;—

(8) Where among the desert sands
Some deserted city stands,
All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.

(9) There I'll come when I'm a man
With a camel caravan;
Light a fire in the gloom
Of some dusty dining room;
See the pictures on the walls,
Heroes, fights, and festivals;
And in a corner find the toys
Of the old Egyptian boys.

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The first picture is very simple. What do you see in it? Perhaps your teacher will tell you the story of the wonderful garden where the golden apples grew, guarded by a monstrous dragon.

Can you see the second picture,—the little islands covered with trees, the parrots, the sky, the one man building a boat, with goats and cockatoos looking on? Why does he say *anchored?* Why *lonely* Crusoe? Can you see this picture? If you will close your eyes and think over everything mentioned, perhaps it will help.

What do you see in the third picture? Think of a large city in some very sunny, sandy country of the far East.

Can you see the hot sun beating down upon the walls and towers and buildings? Can you see the open market places with all kinds of goods hung up for sale?

The fourth picture is easy. What do you see in the center of it? What on one side? Is there a sand storm? What do you see on the other side? What do you hear?

Study each of the other pictures in the same way. Try to see them all clearly.

Drawing Illustrations. Think over the pictures which might be drawn to illustrate this poem. Draw the one which you like best.

Word Study. What fruit do you know that might be called *golden apples?* How does a *mosque* look? a *minaret?* Perhaps you can find pictures of these in a geography. What is a *bazaar?* Why does the poet say *rich goods?* Why *near* and *far?* What are some of the sounds that go to make up a city's *hum?* What does *knotty* mean? Can you see the crocodile? What does *blinks* mean? Describe a *flamingo.* What is the difference between a *jungle* and a *forest?* What does *lying close* mean? What is a *palanquin?* Why is it *swinging?* What difference is there in the appearance of a *city* and a *deserted city?* Can you see this difference? What is a *sweep?* What is a *camel caravan?* What difference does the word *gloom* make in the last picture? Why is the dining room *dusty?* What is a *festival?*

Written Composition. After you have described one of these pictures to yourself once or twice, write your description.

22. Contractions

In speaking we often use shortened forms of some expressions, as *can't* for *cannot.* Such shortened forms are called **contractions.** Sometimes these contractions appear in writing also. We use them in writing letters to our friends and in quoting the conversation of people. If we use contractions in writing, we must be sure they are in their correct form. What mark is used in a contraction in place of the omitted letter or letters?

Compare each of these expressions with its contraction; tell how each contraction is formed.

cannot	can't	could not	couldn't
is not	isn't	should not	shouldn't
are not	aren't	would not	wouldn't
has not	hasn't	I am	I'm
have not	haven't	we are	we're
were not	weren't	they are	they're
was not	wasn't	you are	you're
do not	don't	it is	it's
does not	doesn't	I will	I'll

An apostrophe is used in a contraction in place of the omitted letter or letters.

What expression is often incorrectly used instead of *isn't* and *aren't?* Are you in the habit of using this expression? If so, what are you doing to break up this habit?

Exercise. Write a sentence for each contraction in the list above. Include a few questions among your sentences.

23. Telling a Funny Story

One of the most delightful ways of entertaining is to tell some amusing experience. Your playmates enjoy funny stories. Your parents and their friends also like to hear funny incidents related. Do not tell a joke on a person, however, if you think it will injure his feelings in any way. The story of an interesting or amusing incident is called an *anecdote*. Here is a very old anecdote which people almost always find amusing.

SIR WALTER RALEIGH AND THE TOBACCO

After Sir Walter Raleigh had explored what is now Virginia, he brought back to England many strange stories and at least one strange custom. Among other things he learned from the Indians to smoke tobacco, and took home with him a large quantity of the plant, which the English people had never seen.

One day, when Raleigh was sitting in his room smoking, a servant entered. The servant noticed at once that the room was full of smoke and that it was coming from Raleigh's head.

"Ah!" he thought, "my master is on fire!"

He dashed out of the room, but returned in a moment to throw a bucketful of cold water into Raleigh's face!

Original Story. What is the joke in the story of Raleigh and the tobacco? What funny story do you know that will interest the class? Repeat the story to yourself until you can tell it without hesitating. People will not listen if the story-teller is in doubt about what to say next, or if he stops in the middle of sentences

and says *and*, or *but*, or *uh*. All the other rules for oral composition should be followed also. After you have finished telling the story in class, ask your classmates to criticize the way in which you told it.

24. Quotations

Notice the quotations in this selection.

"Run!" shouted Fine Ear.

"Where shall I run?" cried the boy.

"Into the cave," was the reply.

In they ran and waited silently for perhaps five minutes. Then Fine Ear said, "I think they have missed us."

"I hope so!" exclaimed the boy.

Fine Ear looked very grave for a moment and finally said, "You may well hope so. They are dangerous men."

Read the exact words of the speaker in each sentence. What marks enclose these words? Copy the selection, taking care not to omit any of the quotation marks or other marks of punctuation. What do you notice about the paragraphing in this selection? If you are writing a conversation how can you tell when to begin a new paragraph?

There are three rules to remember in writing quotations:

1. Quotation marks are placed at the beginning and at the end of the quotation.

2. The first word of a quotation is usually begun with a capital letter.

3. The quotation should be separated from the rest of the sentence by a comma, unless a question mark or an exclamation mark is needed.

Exercise. Copy these ten sentences, punctuating them correctly. Then check them.

1. Where are you going my pretty maid he asked
2. I'm going a-milking sir she said
3. Mother where is my coat cried Frances
4. Mother replied I don't know
5. Oh that hurts shouted Frank to the dentist
6. Waste not, want not wrote Benjamin Franklin
7. Mary said to the grocer have you any canned corn
8. On yon green hill our friends lie buried said the Pilgrim captain
9. Here they are said Alice
10. George asked may I have those

25. Direct and Indirect Quotations

Read the two following sentences and notice the difference:

Fine Ear said, "They are dangerous men."
Fine Ear said that they were dangerous men.

In the first sentence we have repeated the Indian's exact words. "They are dangerous men" is a **direct quotation.** In the second sentence, however, although we tell what the Indian said, we do not say it in quite the same words. This is called an **indirect quotation.** We do not use quotation marks unless we repeat the speaker's exact words.

Exercise. Change the following sentences so that they will contain the exact words of the speaker. Write the sentences in their changed form. Check them.

1. Jean said that she didn't know where she had left her books.
2. He told me that he couldn't find the trail.
3. He said that he had always worked hard.
4. His neighbor asked him why he had no money.
5. He replied that he had been out of work for six weeks.
6. Then the neighbor said that he would try to find a good job for him.
7. The man said that he hoped he would do so soon.
8. On the next day the neighbor telephoned, saying that he had found a place for him.
9. The man inquired when he should begin work.
10. The neighbor replied that he might begin at once.
11. The man said that the neighbor was a good friend.

26. *Did—Done*

Read the following incomplete sentences and decide whether to use *did* or *done* in each blank. Write the sentences correctly. Tell why you chose the form you did in each case.

1. Ellen has —— her work well.
2. Who —— his work the best?
3. I —— the best I could for you.
4. I have —— all I can for her.
5. The soldiers have —— their best.
6. No one could have —— more.

7. What has he —— about it?
8. It's too bad he —— it.
9. Who drew this picture? I —— it.
10. I told her what I had ——.

Game. A pupil is seated at the front of the room with eyes closed and with back to the class. The leader stands behind him, facing the class. The leader beckons to some pupil to come up quietly and tap the first pupil, who says, "Some one tapped me. Who did it?" The other one, who has meantime taken his seat, replies, "I did it, I have done it." The first pupil tries to tell by the voice who tapped him. If he guesses wrong, the pupil whom he names says, "I didn't do it, I have not done it." When he guesses correctly, the pupil named says, "I did it, I have done it." He then becomes the leader and chooses some one else to be tapped. The game may continue until several pupils have had an opportunity to be tapped.

27. *Doesn't* and *Don't*

Of the two sentences, "He doesn't swim," and "He don't swim," which is correct? How can you tell? *Doesn't* is a contraction for what words? *Don't* is a contraction for what words? Repeat the sentence using *does not* and *do not* instead of the contractions. Which expression sounds correct? If you will repeat the sentence without contracting *does not* and *do not*, you can always tell which is correct.

Exercise. Copy these sentences, filling each blank correctly with either *doesn't* or *don't*. Check your sentences. To do this, read each sentence, saying *does not* or *do not* instead of the contraction.

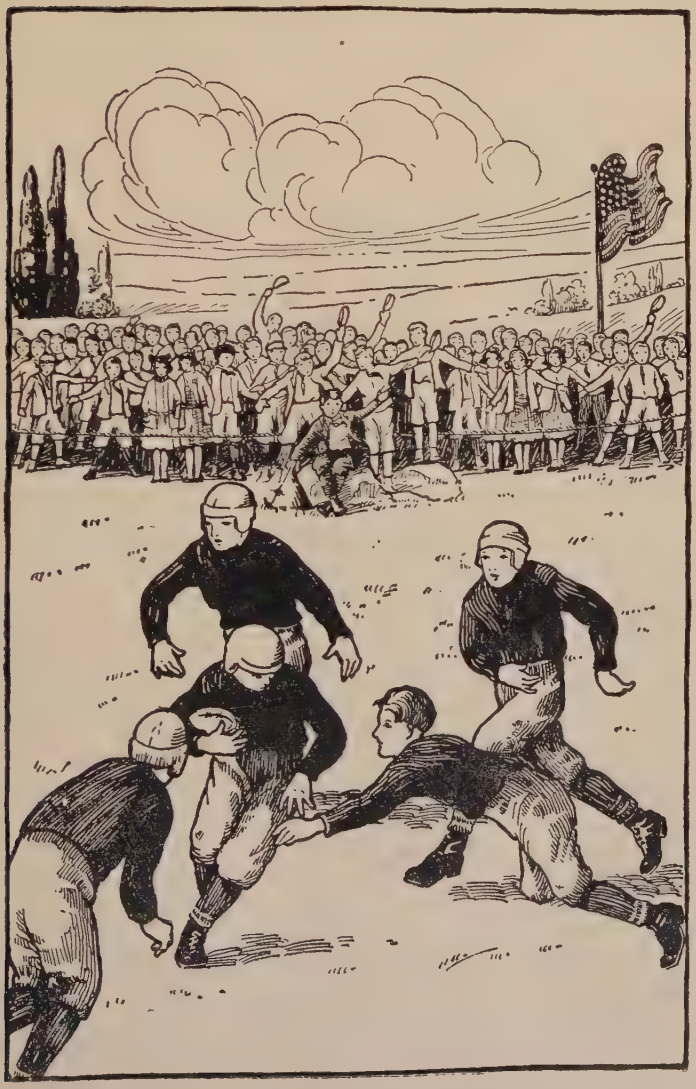
1. I —— like quinine.
2. We —— like rainy weather.
3. He —— know his lesson.
4. The horse —— know the way.
5. They —— come here often.
6. You —— know her name.
7. —— you like to swim?
8. —— the cow give rich milk?
9. It —— seem fair to me.
10. Our dogs —— chase little girls.

28. Telling a Story from a Picture

What kind of game is this? How do you know? How are these boys dressed for the game? What is the boy with the ball trying to do? What is the boy at his left trying to do? Do you think he will succeed?

If there is any boy in the class who has played football, let him tell the story indicated by the position of the five boys in the picture.

Why is the rope stretched along the side of the field? What has the boy sitting just inside the rope in his hand? What is it for? Why are the three other boys inside the rope? Which one of the players do you think they are cheering?



For the Boys. Write a composition on one of these subjects. Select the one you know most about.

1. Rules for Tackling
2. What Counts in Scoring
3. Rules for the Backfield Men
4. The Duties of the Quarterback
5. The Duties of the Ends
6. How the Tackles and Guards Can Help Win the Game
7. Rules for Playing Some Game Other than Football

For the Girls. Imagine that you are watching this game. Write a letter to a girl friend. In the first paragraph tell her about the game, the names of the teams and the score; in the second paragraph, about the crowds and the cheering; in the third paragraph, about what happened after the game.

29. Nouns—Singular and Plural

What is a noun? If you cannot tell, refer to your checking list. Name ten nouns which you find in the poem in Lesson 21.

Exercises. *A.* Copy the following on your paper, and add ten nouns to each column:

Names of Persons	*Names of Places*	*Names of Things*
girls	St. Louis	boats
Robert	city	horse

What is a *singular* noun? (*Singular* means "single".) What is a *plural* noun? What rule have you learned for forming the plural from the singular?

B. Think of five nouns that add *s* to the singular to form the plural, and five that add *es*. Make two columns on your paper, headed *Singular* and *Plural*. Write the singular and plural forms of the nouns you have just selected, placing each form in the proper column.

C. Read the story of the Boy Scout hero in Lesson 11. Find the first ten nouns which form their plurals by adding *s*. Write in separate columns the singular and the plural forms of these nouns.

30.* Pronouns

Read the following conversation between an Eskimo father and his son:

"Snap the whip more from your hand and wrist, Tobias, not from your elbow. Watch *me* snap *it!*" And, taking his own short-handled whip with a lash eighteen feet long, which was dragging behind *him*, Hans gave *it* a quick jerk. The long line flew out over their heads and fell with a sharp crack on the small gray stone which *he* had placed on a flat rock several feet away for Tobias's target. "*You* must learn to hit that quiet stone before *you* will be able to touch the ear of an unruly dog in a flying sledge team. *You* will learn, my boy, in time. Don't give up, and when *you* hit the stone with a crack and knock *it* off the rock, *I* will tell you more of the story."

"*I* will learn to hit *it*, father," said Tobias. "And when winter comes *you* will teach *me* to drive the sledge!"

CHRISTIANA SCANDLIN—Adapted

What words in this selection are used in place of *Hans?* What word is used instead of *whip?* What

word is used for *stone?* What word does Hans use when speaking of himself instead of saying his own name? What word does Hans use in speaking to Tobias instead of saying Tobias's name?

We have already learned that such words as *Hans*, *Tobias*, *whip*, and *stone* are called *nouns*. These other words which are used in place of nouns are called **pronouns.** *Pro* means "for"; *pronoun*, "for a noun."

Make a list of all the pronouns in the selection on page 39. How many have you? Now let us see how many more you can find in the following sentences.

Gertrude and *I* packed our lunch boxes. *We* planned to carry *them* with *us* until *we* reached the picnic ground. *I* dropped *mine*, however, before *I* was halfway there, and all my lunch was spilled. Gertrude offered *me* some of her lunch, saying that *she* had more than *she* could eat. "Thank *you*. *You* are very generous," *I* said.

I is a pronoun, because it stands for the name of the person speaking. What other pronouns stand for the name of the person speaking? What pronouns are used instead of *Gertrude and I?* What pronoun is used instead of *Gertrude?* The pronoun *you* takes the place of the name of the person to whom one is speaking. How many pronouns have you on your list now?

A pronoun is a word that stands for a noun.

Exercise. Write the following sentences, replacing each group of italicized words by a pronoun which stands for those words. For instance, for the first sentence you will write "I see *him*."

1. I see *the man.*
2. This box belongs to *Marjorie.*
3. *The man* is here.
4. *John and I* are going.
5. It belongs to *John and me.*
6. *John and Fred* are cousins.
7. That belongs to *the boys.*
8. *Madge* has new skates.
9. I gave *the knife* to him.
10. *The candy* is on the table.

31. *Was* and *Were*

What is a *singular noun?* a *plural noun?* Give orally in class sentences using *was* and *were* correctly with the list of nouns which you prepared in Exercise B, Lesson 29. Did you use *was* with singular or with plural nouns? With which did you use *were?*

Which of the pronouns on your list in Lesson 30 are singular? Which are plural? The rule for the use of *was* and *were* applies to pronouns just as it does to nouns. Remember, however, that *were* is the one to be used with the pronoun *you,* whether *you* means one or more than one.

Use *was* with singular nouns and pronouns.

Use *were* with plural nouns and pronouns.

Always use *were* with *you,* whether *you* refers to one person or to more than one.

Exercise. After deciding whether to use *was* or *were* in each of the following sentences, write the sentences correctly. Check your work.

1. He —— a generous king.
2. The men —— tired.
3. We —— late today.
4. You —— skating on the pond.
5. —— it cold last Monday?
6. —— the skates dull?
7. —— he sick?
8. —— you speaking to me?
9. —— she talking to the teacher?
10. —— we ever here before?

32. Study of a Humorous Poem

In Lesson 23 we learned that telling funny stories is a good way to entertain one's friends. The poem in today's lesson is a warning to us, however, not to be too funny. Think what would happen to your father if you told a story as funny as the poet's!

THE HEIGHT OF THE RIDICULOUS

I wrote some lines once on a time
  In wondrous merry mood,
And thought, as usual, men would say
  They were exceeding good.

They were so queer, so very queer,
  I laughed as I would die;
Albeit, in a general way,
  A sober man am I.

I called my servant, and he came;
  How kind it was of him
To mind a slender man like me,
  He of the mighty limb!

"These to the printer," I exclaimed,
And, in my humorous way,
I added (as a trifling jest),
"There'll be the devil to pay."

He took the paper, and I watched,
And saw him peep within;
At the first line he read, his face
Was all upon the grin.

He read the next; the grin grew broad,
And shot from ear to ear;
He read the third; a chuckling noise
I now began to hear.

The fourth; he broke into a roar;
The fifth; his waistband split;
The sixth; he burst five buttons off,
And tumbled in a fit.

Ten days and nights, with sleepless eye,
I watched that wretched man,
And since, I never dare to write
As funny as I can.

OLIVER WENDELL HOLMES

Oliver Wendell Holmes, the beloved American poet, has written many other humorous poems, among them "The One-Hoss Shay." In "The Height of the Ridiculous" the poet is making fun of himself. In the first stanza he pretends that he is very funny. What words show this? *Albeit* means "although." Read the second stanza, using *although* for *albeit*. Why does the author call the last line in the fourth stanza *a trifling*

jest? Why does the poet no longer dare to write as funny as he can? What things happened to the servant, one after another? Did you ever tell a story as funny as this one? I wonder what the story was!

Word Study. Do all the words at the ends of the lines rhyme? How many rhymes are there in each stanza?

We have in the left-hand column below four words which the poet uses. Each word is followed by a number of others which might have been used, although there is some difference in meaning.

call	beckon, nod, yell
watch	look at, spy upon, peep at, glance at
chuckle	smile, grin, laugh, giggle
tumble	fall, stumble, sprawl

What is the difference between *calling* to his servant, *nodding* to his servant, *beckoning* to his servant, and *yelling* at his servant? Act each of these words.

Explain the difference in meaning between the words in each of the other groups. When possible, you may act the words in the group.

Telling a Funny Story. Think of the funniest story you ever heard—one that made you laugh and laugh. Practice telling this story to yourself or to your family so that when you tell it in school your classmates will enjoy it as thoroughly as you did at first.

33. *These—Those—Them*

Them is sometimes incorrectly used in place of *these* or *those*. It is correct to say *those pictures*, *these books*, but it is not correct to follow the word *them* with a noun.

Neither is it correct to begin a sentence with *them*. Say *Those are beautiful flowers*, not *Them are beautiful flowers*. The following sentences are correct:

I saw *those* pictures. I saw *them*.
I like *these* books. I like *them*.
Those are my gloves. I dropped *them*.
These are your pencils. I borrowed *them*.
Those are my skates. You may take *them*.

Read the following incomplete sentences, filling the blanks correctly. Some blanks may be filled with either *these* or *those;* in other cases *them* is correct.

1. —— are not the right answers. I have found ——.
2. I wrote —— letters and mailed ——.
3. Walter left —— books on my desk. I will return —.
4. ——apples are very good. Where did you buy ——?
5. Mildred lost —— gloves and Evelyn found ——.

Give orally in class five sentences using either *these* or *those* correctly; five using *them* correctly.

34. *I* and *Me*

In the lower grades you played a game which taught you to use the correct expression, "It is I." Here are a number of other expressions used by people who speak correctly. Read them over and over rapidly until their sound becomes familiar as well as agreeable to you.

It is *I*	It was *I*
It is *we*	It was *we*
It is *he*	It was *he*
It is *she*	It was *she*
It is *they*	It was *they*

If you have been using an incorrect expression instead of any of these, this exercise will help you to drive it out of your speech. When you know the mistakes you make in speech, always be on your guard to correct them.

You have also learned that you should say, "It is Mary and I," "It was mother and I," "It was she and I." Be ready to give orally ten other sentences like these; do not use the same name more than once.

Which of these two sentences is correct?

He gave it to Mary and I. He gave it to Mary and me.

What test do you know which will help you to decide about such sentences? Review Lesson 17. The same test will tell you whether to use *he* or *him*, *she* or *her*.

Exercise. Read each of these sentences and, by using the above test, decide which of the words in parentheses is the correct one to use. Write the sentences correctly and check your work.

1. Ralph and (me, I) try to have perfect lessons.
2. It is only Ruth and (me, I).
3. Did you see father and (I, me)?
4. Tom and (I, me) are good friends now.
5. I think it was Sam and (him, he).
6. Margaret called to (her, she) and Jean.
7. Tony and (he, him) are in the second grade.
8. Who broke the swing? James and (me, I).
9. She went with Dorothy and (I, me).
10. It was Harold and (me, I).

35.* Using the Dictionary

In the first four grades it is often necessary to ask your teachers the meanings of words you do not know. Most pupils in the fifth grade, however, have dictionaries and are able to look up words for themselves.

There are about half a million words in the largest dictionary. Even in a small school dictionary there are many thousand words, all arranged according to a definite plan. When you understand this plan, you will have no difficulty in finding any word in the dictionary.

First of all you must memorize the alphabet so that you will know in what order the letters come.

Exercise. 1. Repeat the alphabet forward from *a* to *z* until you can say it as rapidly as "Eenie, meenie, minie, mo."

2. Start with each of the following letters and repeat the alphabet from that point to the end: *t, r, m, h, g, e.*

3. Which comes first, *y* or *v? g* or *i? w* or *t? n* or *x? m* or *r? q* or *s? i* or *e? m* or *o? c* or *q? d* or *h?* Make up other questions like these and answer them until you can tell at once whether a given letter comes before or after another letter. Practice with some one else, taking turns asking each other questions.

36.* Another Lesson on Using the Dictionary

As the dictionary contains all words beginning with *a*, all beginning with *b*, and so on, it is necessary to know how the words beginning with each letter are

arranged. Study these words to see whether you can tell:

Aaron
Abraham
act
add
afraid

These words all begin with *a*. Why is *Abraham* placed after *Aaron?* Why is *act* placed after *Abraham?* Why *add* after *act*, and *afraid* after *add?* When you can answer these questions, look at the following list:

Adam
add
Aden
adhere

These words all begin with *ad*. Why are the words arranged in the order in which you see them?

Now can you explain exactly how words are arranged in dictionaries?

Exercise. Prepare a little dictionary. At the top of a piece of paper write the word *Dictionary*. Draw a line across the page just under the word. Make dots on this line about an inch and a half apart. Draw lines from these dots to the bottom of the page so as to form columns. In the first column on the left write *A* just under the cross line. About one-quarter of the way down this column write *B*. Half way down write *C*, and three-quarters of the way down write *D*. In the same way write the remaining letters of the alphabet in the other columns. Use two pages if necessary.

Then turn to Lesson 23 and arrange all the words in the story of Sir Walter Raleigh in their proper places on your paper, the words beginning with *a* under the *A*, and so on. You may find the same word occurring several times in the anecdote; list each word but once on your paper, however.

When you have finished this, look at all the words under *A* to see whether they are arranged properly by their second and third letters. If not, copy your paper tomorrow, arranging the words in proper order as in a real dictionary.

37. *Lie* and *Lay*

What is the difference in meaning between *lie* and *lay?* Which one means "to rest"? Which one means "to place"? Let us begin this lesson by reviewing their forms.

lie	lay	has lain
lay	laid	has laid

Let us also study these sentences which contain the forms of *lie* and *lay*.

I *lie* down.
He *lies* down.
She is *lying* down.
He *lay* down yesterday.
He has *lain* down to rest.

I *lay* the shawl on the table.
He *lays* the shawl on the table.
She is *laying* the shawl on the table.
He *laid* the shawl on the table yesterday.
He has *laid* the shawl on the table.

Exercise. Read these sentences and decide whether to use some form of *lie* or some form of *lay* in each. Give the reason for your choice.

1. John is (laying, lying) on his back.
2. The book (lies, lays) on the table.
3. May I (lay, lie) down?
4. You may (lie, lay) down. (Lay, Lie) your head on this pillow.
5. (Lay, Lie) down, Rover!
6. If I drink strong coffee, I shall (lie, lay) awake at night.
7. I have (lain, laid) here all morning.
8. The books have (laid, lain) there since yesterday.
9. "Who has been (lying, laying) in my bed?" asked the father bear.
10. The children (laid, lay) their toys away.

38. Telling Jokes

Every good joke contains a surprise. What is the surprise in the joke given in this lesson? *Literal obedience* means "doing exactly what you are told."

LITERAL OBEDIENCE

The principal of a school in a New England city, Mr. Jones by name, wished one day to borrow some geographies from Mr. Brown, principal of another school. He therefore sent a boy to Mr. Brown with a note to that effect.

In half an hour the boy returned, bringing a heavy office chair, and a moment later another boy arrived with a request from Mr. Brown that the first boy should bring back the chair he had carried off.

Mr. Jones was mystified. "What did you say to Mr. Brown when you went to the school?" he asked his own messenger.

"I didn't say anything," was the reply. "I just gave him the note."

"What then?"

"He told me to take a chair, and I took it and brought it up here."

THE YOUTH'S COMPANION

Original Story. What is the best joke that you have ever heard? Tell it to the class. Choose the best jokes given by the pupils for a class joke book. If your joke is selected, write it; but first read the rules for written form in your checking list.

39. Story Telling

Read the following suggestions for four stories:

1. A boy—a pile of wood to be sawed—another boy—a baseball game—no supper.

2. Two girls—a grocery store—a broken milk bottle.

3. A telephone call—no one at home but little Joe—Joe has never used the telephone—what happened?

4. A boy—new skates—a lake—thin ice.

Make up a lively story using each of the four suggestions. Select the story which you like best and which you have reason to think will be most interesting to the class. Tell this one to yourself until you have it all clearly in your mind. Read over the rules for oral composition in the checking list. Which fault would you like the class to help you correct?

Pronouncing Carefully. Since you are going to tell the class a story, now is a good time to warn you about some common words which are often mispronounced.

For instance, some children say *oncet* instead of *once*, and *donchu* instead of *don't you*. How do careless speakers say the following expressions? How do careful people say them?

what did you say	every	toward
this afternoon	coming	get
across	just	getting
don't you	once	act

40. A Friendly Letter

There was once a little baby girl who was made blind and deaf by a severe illness. For six years she lived in silence and in darkness. When she was about seven years old she was taught by a wonderful teacher to hear, to read, to write, and to speak.

When she was ten years old she wrote this letter to her friend, the poet Whittier.

South Boston, Mass.
Dec. 17, 1890

Dear kind Poet:

This is your birthday; that was the first thought which came into my mind when I awoke this morning; and it made me glad to think I could write you a letter and tell you how much your little friends love their sweet poet and his birthday. This evening they are going to entertain their friends with readings from your poems and music. I hope the swift-winged messengers of love will be here to carry some of the sweet melody to you in your little study by the Merrimac. At first I was very sorry when I found that the sun had hidden his shining face behind dull clouds, but

afterwards I thought why he did it, and then I was happy. The sun knows that you like to see the world covered with beautiful white snow and so he kept back all his brightness and let the little crystals form in the sky. When they are ready they will softly fall and tenderly cover every object. Then the sun will appear in all his radiance and fill the world with light.

If I were with you today I would give you eighty-three kisses, one for each year you have lived. Eighty-three years seems very long to me. Does it seem long to you? I wonder how many years there will be in eternity. I am afraid I cannot think about so much time. I received the letter which you wrote to me last summer, and I thank you for it. I am staying in Boston now at the Institution for the Blind, but I have not commenced my studies yet because my dearest friend, Mr. Anagnos, wants me to rest and play a great deal.

Teacher is well and sends her kind remembrance to you. The happy Christmas time is almost here! I can hardly wait for the fun to begin! I hope your Christmas Day will be a very happy one and that the New Year will be full of brightness and joy for you and every one.

From your little friend,

HELEN A. KELLER

Who wrote this letter? To whom was it written? Do you think the letter made the poet happy? Why do you think so? Read the first sentence in the body of the letter and tell how the little girl expressed her feeling for the poet. Do you think the poet was pleased to know about the entertainment? Why? How could

the little girl know the sun was hidden by clouds? How did this cloudy morning affect her? How was her sorrow changed to happiness?

How old was Whittier when he received this letter? What would Helen Keller have done if she had been with him? What news does she give about herself? How does she express her good wishes to him at the close of her letter?

Written Exercise. Look at Helen Keller's letter and answer these questions: What is the heading? the salutation? the body? the complimentary close? the signature? Copy the heading, the salutation, the complimentary close, and the signature. Check your copy with the letter to be sure that you have used capitals, abbreviations, and punctuation marks correctly.

Writing a Birthday Letter. When will one of your friends have a birthday? Let us imagine that it is soon and that you are going to write a birthday letter. How shall you express your wishes for a happy birthday? Look at Helen Keller's letter and see what she said. You may include in your letter some information about yourself and some questions about what your friend is doing. With what pleasant messages did Helen Keller close her letter? Include some similar messages in your letter.

When you have decided what you will say, write the letter, check it carefully, and copy it if necessary. Give or mail it to your friend in time for his or her birthday.

41. Letter Writing

Write a friendly letter to an absent classmate, telling him what has happened since he was last at school; or, to a friend who has recently moved to another town, telling him the news about yourself and his other friends and inquiring about his new home and his school.

42.* Business Letters

Since our purpose in writing a business letter is different from that in writing a friendly letter, we must expect the form to be somewhat different. The man to whom we write a business letter may not be a friend; in fact, we may never have seen him. Or the letter may be written to a firm and not to an individual. It is not necessary, therefore, to be friendly; but we should be respectful and polite. Here is a business letter:

2349 Graham Avenue
Austin, Texas
July 1, 1922

The Jackson Electrical Company
816 Wabash Avenue
Chicago, Illinois

Gentlemen:

Enclosed you will find an express money order for six dollars and fifty cents ($6.50), for which please send me the Baby Motor listed in your catalogue as number 235.

Very truly yours,
James Whalen

Heading. Is the heading of a business letter in the same form as the heading of a friendly letter? Why

does a letter need a heading? If the heading were not there, could the Jackson Electrical Company send the motor? If you live in a village, what should you include in the heading of a letter? If you live in the country? Why is the date included? Write the heading that you would put on a letter written today.

Inside Address. What do you notice in a business letter which does not appear in a friendly letter? Where is the address written? The address at the beginning of the letter is like the one written on the envelope.

Salutation. How does this differ from the salutations in friendly letters? Why is *Gentlemen* used? It would also have been correct to write *Dear Sirs*. If the business letter is written to a man instead of to a firm or company, the salutation should read *Dear Sir*, *My dear Sir*, *My dear Mr. Smith*, or *Dear Mr. Smith*. If you are writing to a woman, the salutation should be *Dear Madam*, *My dear Madam*, *My dear Mrs. Jones*, *Dear Mrs. Jones*, *My dear Miss Smith*, *or Dear Miss Smith*. When is the word *dear* capitalized in a salutation, and when not?

Body. Since business letters are written to busy people, they should be as brief as possible and should state very clearly just what the writer intends. In a business letter do not write about anything except the matter in hand.

Complimentary Close. Does this differ in any way from the close of a friendly letter? *Very truly yours* and

Yours truly are the forms generally used in business letters.

Signature. In signing a business letter you should write your name as you wish to have it appear on the envelope which you receive in reply. Why should you write the signature very plainly? Boys may use initials for their given or middle names if they wish, as—*J. T. Smith* or *John T. Smith.* A girl should write her given name in full, as—*Mary F. Smith.*

Envelope Address. Why is it important to write the address plainly? Suppose you omit the state or write its abbreviation incorrectly—what will happen to your letter? Suppose you omit the street number in writing to some one in a large city—what may happen?

Writing a Business Letter. Look over the advertisements in some children's magazine or paper, or in the daily newspaper. Find advertised two things which you would like to buy. Notice the names and the addresses of the firms advertising these articles. After consulting your teacher, write letters to these firms asking them to send you the articles advertised.

43. Writing Business Letters

A. Write a business letter to Little, Brown & Company, 34 Beacon Street, Boston, Massachusetts, ordering a copy of *Little Women* or *Little Men* (whichever you prefer), by Louisa M. Alcott.

B. Using dotted lines for the body of the letters, write three business letters—one to a firm, one to a

man, and one to a woman. Use a different heading in each case, and be sure that the salutations and complimentary closes are appropriate.

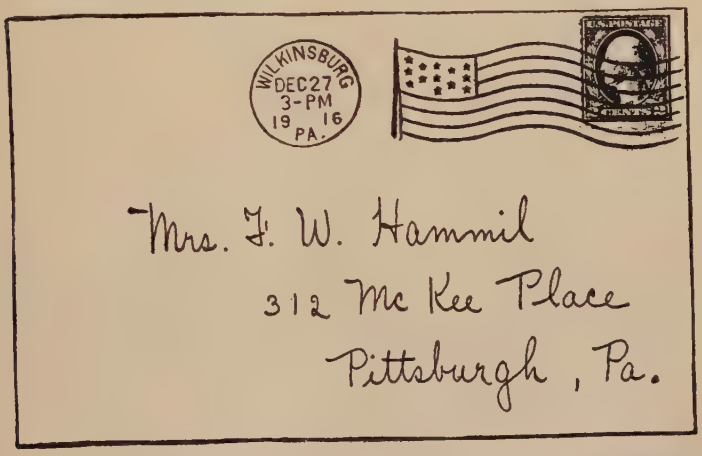
44. The Envelope

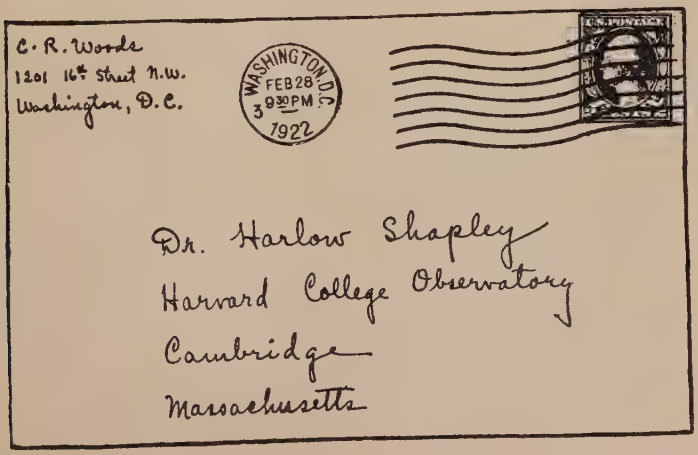
If you wish to send a letter to F. L. Tarrington, 926 Virginia Avenue, Columbia, Missouri, and by mistake write Columbia, Mississippi, the letter will, of course, be sent to Columbia, Mississippi. The post office there will be unable to deliver the letter, if no such person as F. L. Tarrington can be found. A notice will then be posted in the post office stating that a letter is being held for Mr. Tarrington. At the end of two weeks, if no one claims the letter, it will be returned to the writer provided his name and address have been written in the upper left-hand corner of the envelope or on the back of the envelope. If not, the letter will be sent to the dead letter office in Washington, D. C. There it will be opened and sent to the writer provided the writer's name and address are given in the letter. If not, the letter will be destroyed. Letters containing valuables are held for a while, in order that the sender may have an opportunity to identify the contents.

Draw on paper with a ruler ten rectangles the size of an ordinary envelope. Write on them the addresses of the following: your family doctor, your grocer, your grandfather, your favorite cousin, your chum, a distant relative, a publisher, a dentist, a druggist, and a newspaper.

Be sure to write plainly. Be sure, also, that your addresses are correct.

In the address, the city and state may be written on the same line or on separate lines. Look at the two envelopes below.





45. A "Thank-You" Letter

One of the first things to do after returning home from a visit with friends is to write a letter, thanking them for their kindness and telling them what a delightful time you had. Of course, you may add anything else which would naturally be included in a friendly letter.

Exercises. *A.* Recall a visit you have had with a friend who lives some distance from you, and write a "thank-you" letter. If you have not been visiting for some time, make up a letter. Rule an envelope and write the address.

B. Write a letter to a friend who has sent you a gift, thanking him or her for the present, telling how much you have enjoyed it, and giving some news about yourself or your family.

46. Possessive Singular Nouns

We have already learned that an apostrophe and *s* may be added to a singular noun to show ownership. *The boy's skates* means "skates owned by or belonging to a boy." We say *boy's* is a possessive noun, because it shows possession or ownership.

Add an apostrophe and *s* to singular nouns to show possession.

Write sentences using the possessive forms of the following singular nouns:

mother	bird	policeman	girl
Edward	Helen	Mr. Wheeler	horse

47. Stories about Camping

How old do you think these boys are? Are they Scouts? What are they all pointing at? If they should see a bear coming would they point like that? What will they sleep on? Will these tents leak when it rains? Why did they not pitch their tents in the woods? How will the boys cook their meals? What do you think those boys in the distance are planning to do?

Original Story. Have you ever camped out? If so, think of several interesting stories that you might tell about this experience. Decide upon the best one, and prepare an outline. Practice your oral composition thoroughly.

If you prefer, you may write about one of the following subjects:

How to Pitch a Tent
How to Build a Camp Fire
How to Cook a Meal over a Camp Fire
How to Dress for a Camping Trip
What One Should Take on a Camping Trip

If you have never been camping, you have no doubt enjoyed some other exciting experiences. Prepare a story about one of these experiences—the one which you think will be most interesting to the class.

48.* Possessive Plural Nouns

Name the possessive nouns in the following sentences:

The girl's hat is pretty.
The girls' hats are pretty.

Which sentence contains the plural form of *girl?* Spell the plural form. What has been added to the plural form to show possession?

Study the following sentences, noticing how the possessive form of the plural nouns is written. Copy the sentences, afterward checking them.

The *pupils'* desks have all been varnished.
The smoke from the *Indians'* wigwams could be seen for miles.
The *fairies'* dresses are made of flowers.
The *boys'* picnic will be held at Cedar Grove.

When a plural noun ends in *s*, add an apostrophe only to show possession.

Some plural nouns do not end in *s*. For instance, the plural of *man* is *men*, the plural of *woman* is *women*, the plural of *child* is *children*. These plural nouns add the apostrophe and *s* to show possession, just as if they were singular nouns.

The *children's* party was a great success.

When a plural noun does not end in s, add an apostrophe and *s* to show possession.

Write the possessive forms of the following plural nouns. Use these possessive forms in written sentences.

soldiers	babies	gentlemen
puppies	ponies	children
foxes	camels	women

Exercise. Which are the possessive plural and the possessive singular nouns in the following sentences? How do you know? Study these sentences so as to be able to write them from dictation.

1. The girls' game comes next Saturday.
2. My brother's things are always on the chairs.
3. Miss White's room is larger than this.
4. These are children's books.
5. Horses' manes are often pretty.
6. I am looking for a child's poem.
7. The bird's nest was washed away.
8. Men's hats are less expensive than women's.
9. The horse's neck is arched.
10. My cousins' home is in Seattle.

49.* Double Negatives

Did you ever hear any one use this expression?

I could not find no pencil.

What does this sentence really mean? Doesn't *I could not find no pencil* mean *I could find some pencil?* If that is so, the sentence does not say what the speaker really meant at all, but just the opposite.

Words like *no*, *not*, *nothing*, *never*, *none*, and *nobody* are called **negatives.** When two such words occur in the same sentence, as *not* and *no* in the sentence above, they are called double negatives. You should be very careful not to use double negatives in this way. Instead of saying, "I couldn't find no pencil," which does not say what you really mean, you should say either, "I could not find any pencil," or, "I could find no pencil."

Never use double negatives.

Write the following sentences correctly and check your work. Remember that each of the contractions *doesn't*, *didn't*, *can't*, etc., contains the shortened form of a negative. What is this negative?

1. It doesn't make (no, any) difference to me.
2. He didn't see (anybody, nobody).
3. I didn't shoot (no, any) rabbits.
4. I don't know (nobody, anybody) with that name.
5. I cannot see (nobody, anybody).
6. Won't (nobody, anybody) go with me?
7. I didn't say (anything, nothing).
8. They won't let me do (nothing, anything).
9. He has never asked me to do (nothing, anything).
10. Can't you do (anything, nothing) to help?

50. A Real Letter

Write a letter to your cousin or friend. Write it first on your tablet; then read it over carefully, check it, and correct any mistakes. Copy it on another piece of paper, or, if you can, on a sheet of real writing paper. Put it into an envelope, carefully addressed, and mail it.

51. Driving Out a Troublesome Expression

What incorrect expression is often used instead of *isn't* or *aren't?* Do you ever use this expression? If so, what are you doing to correct it? Study the following sentences and you will see that there are two, and sometimes three, ways of avoiding the use of *ain't.*

Correct Forms

I'*m not* going.	*Isn't* he old enough?
I *am not* going.	*Is* he *not* old enough?
We'*re not* in a hurry.	It *isn't* true.
We *aren't* in a hurry.	It'*s not* true.
We *are not* in a hurry.	It *is not* true.
You'*re not* my partner.	They'*re not* in here.
You *aren't* my partner.	They *aren't* in here.
You *are not* my partner.	They *are not* in here.
He'*s not* here.	The man *isn't* cross.
He *isn't* here.	The man'*s not* cross.
He *is not* here.	The man *is not* cross.
She'*s not* my cousin.	*Aren't* the horses tired?
She *isn't* my cousin.	*Are not* the horses tired?
She *is not* my cousin.	*Are* the horses *not* tired?

If you will practice saying these sentences very rapidly, you will get in the habit of using the correct form without having to stop and think about it.

Game. One child, we shall say Jane, may leave the room. The others decide on some object in plain view, as the clock. Then the one who is to guess returns.

JANE: Is it the wastebasket, Jack?
JACK: No, it isn't.
JANE: Is it the teacher's desk, Amos?
AMOS: No, it isn't.
JANE: Is it the clock, Beth?
BETH: Yes, it is.

Another pupil will then leave the room while a different object is chosen.

Exercise. Ask your teacher and your friends to correct you every time you say *ain't*. Watch yourself and when you are about to say it, stop and think of the correct form.

Write five sentences using contractions for *is not* and five using contractions for *are not*.

52. *Wrote—Written*

In Lesson 12 you were asked to learn the forms of *write*. Have you done so? Which form needs a helping word? Which should never be used with a helper? Use each of these forms orally in a sentence.

There are other helping words besides *has*, *had*, and *have*. These sentences contain some of the other helping words. What are they?

The letter *is* written.	The letter *was* written.
The letters *are* written.	The letters *were* written.

Write seven sentences containing the word *written*. Use a different helping word in each sentence.

Exercise. Which is the correct word—*wrote* or *written*—with which to fill the blank in each of the following sentences? Be ready to state why you chose *wrote* or *written* in each case. Write the sentences and check them carefully.

1. Sarah has not —— her story.
2. Have you —— yours?
3. Yes, it is ——. Is yours ——?
4. Yes, it was —— some time ago.
5. I —— a long one.
6. Who —— the one on the board?
7. It was —— by George.
8. He hasn't —— many stories.
9. Are the other boys' stories ——?
10. They were —— this morning.

53. Stories about Animals

Have you ever **gone** to a circus? What animals did you see there? What amusing trick was performed by one of the animals? If you have never **gone** to a circus, perhaps you have seen a circus parade, with elephants and camels and ponies. What part of the parade excited the most interest? Sometimes a hand organ man with a monkey will draw a great crowd. What tricks have you seen a monkey do?

Prepare an oral composition on one of the following subjects. The lesson today will be full of fun if every one does his best in telling his story.

1. The Hand Organ Man's Monkey
2. The Biggest Elephant I Ever Saw
3. Why I Should Like to Ride on a Camel

54. Study of Another Humorous Poem

Here is another humorous poem. Do you think it as funny as the one in Lesson 32?

THE DUEL

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Not one nor t'other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there; I simply state
What was told to me by the Chinese plate!)

The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is true!)

The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
  Employing every tooth and claw
  In the awfullest way you ever saw—
And, oh! how the gingham and calico flew!
    (*Don't fancy I exaggerate—*
    I got my news from the Chinese plate!)

Next morning, where the two had sat
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
  But the truth about the cat and pup
  Is this: they ate each other up!
Now what do you really think of that!
    (*The old Dutch clock it told me so,*
    And that is how I came to know.)

EUGENE FIELD

Written Conversation. Write a story containing a conversation between a dog and a cat, in which each tells what he can do that the other cannot. Make it a warm argument in which both grow excited. Begin it like this:

One day as Tom, our cross old cat, was lying on the window sill sunning himself, Pete, the neighbors' dog, came rushing through the yard. He caught a glimpse of Tom and stopped, while his hair began to bristle. Tom stood up and arched his back.

Here the conversation should begin. Which one speaks first? What does he say? Write exactly what he says, using quotation marks. What two other rules should you remember in writing quotations? If you are not sure, read Lesson 24. Write what is said in reply to this first speech. Continue the conversation until each animal has spoken several times. What other expressions can you use with your quotations besides *he said?*

Finish the story in this way:

Just then the young master whistled and Pete ran off. If something had not happened, they would probably be arguing yet.

55. A Letter

Imagine that you are a cat, a dog, or any other pet, and that your owner has gone away for a week. Write a letter to your owner. Tell what you are doing, who is taking care of you, whether you are lonesome, and whether anything exciting has happened.

56. Making an Outline

Read this account of the man who worked patiently year after year, in order to make it possible for people to have books. Make an outline of the story. What is the best topic you can think of for each paragraph?

THE INVENTION OF PRINTING

Five hundred years ago there were no printing presses in the world, not even in any of the cities of Europe; and the

only books were those that were copied by hand. It took a long time to make one of these books, for every letter had to be drawn very carefully. Although the copying went on day after day and year after year, it often took more than a man's lifetime to complete one book. With books so few and so costly, you can readily see one good reason why most people in those days could neither read nor own books.

About a half century before Columbus discovered America there lived in Germany a man by the name of Gutenberg, who polished stone and glass. By and by, becoming very much interested in some little wooden blocks that lay on his work table, he paid no more attention to his stone and glass but spent all his time working with the little wooden cubes. Although people thought him very foolish, Gutenberg did not care. He was working on a wonderful invention, and in his mind were dreams of great printing presses and enough books for all the world.

On each of his little cubes he cut a letter, on one an "a," on another a "b," and so on. Then, putting the letters together to make words, he fitted them into a frame. He brushed ink over the letters, laid a paper on them, and in this way made the first crude printing press. Soon similar presses were set up in other European countries, and books began to be printed in large numbers. The more books were printed, the more people learned to read.

Today every city in nearly every country has its huge presses that work night and day to print books, magazines, circulars, and newspapers.

Have you ever been in a printing shop? If so, tell what you saw. Have you ever owned a little set of letters with which you could print? How did you use

it? Have you ever looked through the windows of a great newspaper plant and seen the giant presses at work? Tell what you saw. Gutenberg must have cut a good many more of some letters than of others, before he could do any real printing. Which letters did he need most? Look at the letters on this page and decide which are used the most frequently. Which letters are least numerous? Do you find *x* or *z*? Some boy who is handy with a knife may cut the letter *F* on a little block of wood and print it on a sheet of paper. What do you notice about the way the letter must be made on the block?

57.* Unnecessary Words

People who are careless about their speech often use words which are unnecessary, as in the following sentences:

Incorrect Form	*Correct Form*
Lewis he was hurt.	Lewis was hurt.
He went and hit me.	He hit me.
Go and get me a spool.	Get me a spool.

What unnecessary word or words are used in each of the incorrect sentences? In the first sentence *he* means the same as *Lewis;* it is incorrect to use both. Why is *went* unnecessary in the second sentence? Why *go* in the third sentence?

Do you ever use any unnecessary words, such as these, in your sentences? Watch your speech carefully to make sure that you do not.

58. Careful Pronunciation

A great many children do not pronounce their words distinctly. They leave out the sounds of some letters entirely, or run words together so that they do not sound at all as they should. If you have any bad habits of this kind, you should try to overcome them; for children as well as grown people are often judged by the way they pronounce their words.

1. The words *once*, *twice*, *across*, end with an *s* sound. Say each word slowly ten times to yourself, and be sure that you do not add another sound to the *s*. Write each of the three words in a sentence. Repeat each sentence ten times rapidly.

2. Words like *singing*, *coming*, *walking*, *going*, end in *ing*, not in *in*. The sound is the same as in *sing*, *wing*, *thing*. Write each of the four words in a sentence. Repeat each sentence ten times rapidly.

3. Be sure to enunciate clearly the *t* and the *y* in such expressions as *don't you*, *won't you*, *not yet*. Repeat *don't you*, *won't you*, and *not yet* to yourself ten times, each time sounding distinctly the *t* and the *y*. Write a sentence containing each of these expressions. Repeat each sentence ten times correctly.

4. Remember that the vowel in *just* is *u*, not *i* or *e*. Write the word in three sentences. Repeat the sentences rapidly, pronouncing the word *just* correctly.

5. Notice that the word *perhaps* has two syllables, and that the word *history* has three. How many syllables has *library? geography?*

59. Using the Dictionary—Finding Words

Prepare for this lesson by repeating the alphabet rapidly to yourself until you can begin at any letter and repeat the letters following in their order. Turn to the part of the dictionary in which you find the *d's*. Turn to the *w's*. Practice turning quickly to any letter you happen to choose.

Exercises. *A*. In class the teacher will give out different letters of the alphabet. As she pronounces each letter, turn as rapidly as possible to that part of the dictionary containing words beginning with that letter. She may, for instance, pronounce *b* and then give you, say fifteen seconds, to find in the dictionary the first word that begins with *b*. Keep a score and see how many times you are able to find the right place in the dictionary in the given time.

B. Find each of these words in your dictionary. Time yourself to see how long it takes to find all the words in the list.

black	trouble	present	exercise	wrong
dinner	reach	lip	great	fresh
moon	ice	bow	money	store

60. Review Test

What marks of punctuation are needed in each of the following sentences? Write each sentence correctly. If you are uncertain how to write any one of them, review the lesson referred to in parentheses.

1. Who will go with me asked Ralph. (Lesson 24)
2. I will go said John. (Lesson 24)
3. My sons education is important. (Lesson 46)

The last sentence may be written correctly in two ways. What is the difference in meaning between the two?

Write the following sentences, choosing the correct words in parentheses. If you are in doubt, review the lesson referred to.

1. I didn't do (nothing, anything). (Lesson 49)
2. I have (wrote, written) a letter. (Lesson 12)
3. I have (rung, rang) the bell. (Lesson 12)
4. Have you (saw, seen) her book? (Lesson 12)
5. I (run, ran) all the way. (Lesson 12)
6. Uncle has (come, came) to visit us. (Lesson 12)
7. He (done, did) it. (Lesson 12)
8. (Don't, Doesn't) that apple taste sour! (Lesson 27)
9. Have you (wrote, written) your story? (Lesson 12)
10. He has (went, gone) home. (Lesson 12)

61. Oral Composition

What sort of work is done by your father, your brother, your sister, or some other grown person known to you? Ask one of them to describe the place where he or she works and to explain to you just what the work is. Prepare an oral composition describing this work. Before class, read Lessons 6, 7, and 8. Which rules of oral composition are still hard for you to follow?

62.* Using the Dictionary—Pronunciation

Oftentimes, while reading, you will come across a word which you have never seen or heard before. Of course, you can ask some one to pronounce and explain this word to you, but it is much better to begin right now to form the habit of finding out such things for yourself. Then, again, you may hear some one pronounce a word quite differently from the way you pronounce it. In that case, you will want to make sure which way is correct. This is one way in which the dictionary is a great help to us—it tells us the correct pronunciation of every word in the English language.

A good many people make a mistake in pronouncing the word *recess*. Turn to the word *recess* in your dictionary. In my dictionary I find this:

recess (rē-sĕs′)

The pronunciation is always given in parentheses immediately after the word. You will notice that the word in parentheses is written as it sounds, not as it is spelled. How many syllables has this word? A little mark (′) is placed after the last syllable to show it is accented, or emphasized most, in speaking. Pronounce the word as you think it should be. If the first syllable were accented, how would it sound? Have you ever heard *recess* pronounced with the accent on the first syllable? How do you pronounce it?

One other thing is necessary to understand how to pronounce words. You will notice that where the

pronunciation of the word is given there are marks over some of the letters. Let us see what these mean. In the first place the five **letters** *a*, *e*, *i*, *o*, *u* are called *vowels*. Repeat the vowels very rapidly until you have learned them.

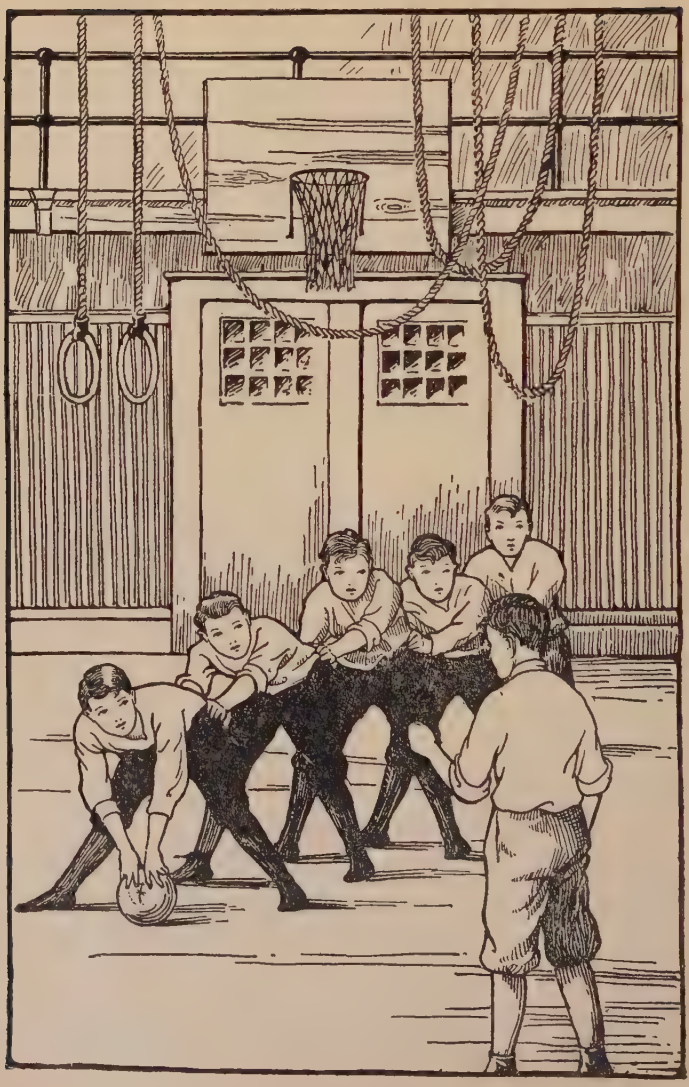
These vowels have different sounds, as you can see if you pronounce these words slowly.

a	*e*	*i*	*o*	*u*
man	met	pin	not	tub
late	me	pine	note	tube
far	her		move	pull
fall			nor	

There is a different mark to indicate each sound of a vowel. These marks are explained in a key in your dictionary. This key may be found in the front of the dictionary, and oftentimes at the bottom of each page. Notice the mark over *ĕ* in the last syllable of *recess*. In the key at the foot of the page in my dictionary I find this same mark used over the letter *e* in the word *ĕnd*. This tells me that *e* in the last syllable of *recess* is pronounced like *e* in *end*.

Exercise. Look up the pronunciation of the following words. Do you mispronounce any of them? If so, now is the time to form the habit of pronouncing them correctly.

hotel	automobile	towards	library
review	illustrate	February	mischievous



63. Explaining How to Play a Game

This picture shows us the interior of a *gymnasium.* (Look up the pronunciation of this word in the dictionary, and learn to spell it correctly.) What gymnasium apparatus can you see? Is there a running track? What games do people come to see in a gymnasium? What games can girls play in it? What is the difference between girls' basket ball and boys' basket ball? What game do you like best to play in a gymnasium? What game do you like to watch others play?

The boys in the picture are all ready to play a game. The umpire, whom you see at the right, is evidently about to give the signal to start. Let us try to understand the rules for this game. Only one team is shown here. There should be at least two teams, however, and there may be as many more as you wish. There should, of course, be the same number of boys in each team. When the umpire gives his signal, the leader of each team throws the ball between his legs to the boy behind him, who in turn throws it to the boy behind him. The ball continues to be thrown from one to another until it reaches the last boy in the row. This boy runs to the front as fast as he can, gets into position, and sends the ball back as before. Thus the game continues until the leaders are at the front again. That row wins whose leader is the first to reach the front once more.

Study the rules for this game until you think you can play the game without assistance from any one.

Oral Composition. Prepare an oral composition in which you tell how to play a game. Explain the game so carefully that the other pupils will understand exactly how to play it. In preparing the composition, repeat the directions to yourself several times, so as to be sure to state them in the clearest possible way.

64. *Came—Come*

Have you learned the forms of the word *come?* What are they? Tell what you have learned about the use of helping words with these forms. Now suppose you test yourselves to see whether you really know how to use *come* and *came* correctly.

Exercises. *A.* Decide whether *come* or *came* is the correct word to use in each of the following sentences. Give the reason for your choice in each case. Write the sentences. Your teacher will examine them and let you know your score.

1. The little girl —— to a hut in the forest.
2. "I have —— to spend the day," she replied.
3. The postman —— twice a day.
4. The postman has —— today.
5. As night —— on, the boys arrived at a cave.
6. The street car —— suddenly around the corner.
7. At last she —— to the castle.
8. I —— to help you, Sarah.
9. Have you —— to help me, Martha?
10. When he had —— to the eleventh reed, he cut it off and struck the dragon with it.
11. Then the woodcutter —— to the mountain.

B. Write the following sentences, changing *came* to *have come* or *has come.*

1. The general came home from the war.
2. The sun came up through rosy clouds.
3. He came promptly to meet me.
4. I came home to help you, mother.
5. This boy came to the city to find work.
6. She came to see her mother.
7. The girls came home.
8. The motor came to a sudden stop.

65.* *Ran—Run*

The forms of the word ***run*** are *run, ran, have run.* Which form needs a helper when we speak about something which happened in the past? *Ran* must always be used without a helping word.

Here are two exercises which will help you to master the correct use of these forms.

Exercises. *A.* Study the following drill carefully so that when class time comes, you can take your part in the drill without hesitation. Use the names of pupils in your class instead of the names given here. The questions should be asked and answered rapidly.

TEACHER: Agnes, *run* to the door. Now take your seat. What did you do, Agnes?
AGNES: I *ran* to the door.
TEACHER: What were you doing?
AGNES: I *was running* to the door.
TEACHER: What have you done?
AGNES: I *have run* to the door.

TEACHER: Who was it that *ran* to the door?
AGNES: It was I who *ran* to the door.
TEACHER: Robert, who *ran* to the door?
ROBERT: Agnes *ran* to the door.
TEACHER: Who was it who *ran* to the door?
ROBERT: It was she who *ran* to the door.
TEACHER: What has Agnes done?
ROBERT: She *has run* to the door.
TEACHER: Lawrence, *run* to the window.

If there is time enough, the drill should continue until every one has had a turn. The pupils should correct any errors made.

B. Copy the following sentences, filling each blank with the correct form of *run.* Check your work.

1. "Have you —— as fast as you can?" asked the fairy.
2. "I —— as fast as I could," the maiden answered quickly.
3. Nell had just —— to the store when the storm came up.
4. That horse —— fast; he should win the race.
5. Then he left his companions and —— away.

66. A Letter

Today you may write a letter to a real or imaginary friend in another part of the United States, describing some of the most interesting features of your own locality. Children in the South are familiar with many things, such as cotton fields, rice fields, and sugar cane plantations, which children in the North may never

have seen. Children in the North have likewise seen and experienced many things which children in the South do not know about. What are some of them?

Make a list of scenes or objects familiar to you which you think your friend does not know about. Ask your teacher to help you select from this list the subject which will be most interesting to your friend. Think over all you know about this subject, and then prepare a little outline. With the help of this outline, write your letter, supplying a suitable salutation and the proper address for the envelope.

67. Oral Composition

Ask your parents or your grandparents to tell you some of the interesting experiences of their childhood. Try to remember the story of one of these experiences and repeat it to yourself until you can tell it well. Tell the story to the class.

68. *Sit* and *Set*

The forms of the word *set* are often incorrectly used instead of the forms of *sit*. To avoid this incorrect use, it is necessary to remember the difference in meaning between these two words, just as it was with *lie* and *lay*. *Sit* means "to rest." *Set* means "to put" or "to place."

Let us begin this lesson by reviewing the principal forms of *sit* and *set*.

sit	sat	have sat
set	set	have set

Study the following sentences, in which forms of *sit* and *set* are used correctly. Prove that each sentence is correct by supplying the meaning for *sit* or *set*.

I am sitting on the step.
I am setting the flower in the window.
I sat on the steps yesterday.
I set the flower in the window yesterday.
The cat has sat in the window every day.
I have set the flower in the window every day.

Exercise. The blank in each of the following sentences should be filled with some form of either *sit* or *set*. After you have decided what word to place in each blank, write the sentences and be prepared to tell why you chose the form you did in each case. Check your work.

1. In the evening while the cat and Hans —— at supper, three merry creatures came in.
2. —— the birthday cake on the table.
3. Grandmother often —— by the window knitting.
4. Come and —— down by our fire.
5. At length he saw an immense fire with an ox roasting on a spit, and three giants —— around it.
6. I have —— the rolls on the table.
7. —— the dishes on the table.
8. The maiden was —— the lamp on the stand when strange footsteps were heard.
9. He —— the bucket of water near the well.
10. I —— by the fire in winter.

69.* Using the Dictionary—Meanings of Words

You now know how to find any desired word in the dictionary, its spelling and pronunciation. You have yet to learn something more before the dictionary is of the greatest use to you, and that is to choose from among the several meanings given for each word the one which you need to use.

Suppose that you have read this sentence and know the meaning of every word except the one in italics:

The sculptor made an *exquisite* statue of marble.

Find *exquisite* in the dictionary. In my dictionary I find the following definitions of the word:

Exquisite (ĕks′-kwĭ-zĭt). Very choice, fine, or dainty; very delightful; very accurate in action; giving pleasure or pain in the highest degree; skillful.

We must now decide which of these different meanings applies to the word *exquisite* as used in the sentence above. Read the sentence and in the place of *exquisite* put the first meaning, *very choice.* In the same way substitute each of the other meanings. Then select the meaning of *exquisite* that seems to you the one intended in this sentence. Give a reason for your selection if you can. When you come to class, compare your selection with that of the other members of the class. Decide in class which is the best choice.

Exercise. Your teacher will select from your reader five words the meanings of which you do not know, and will ask you to look up the pronunciation and meaning

of these words in the dictionary. You should now begin to form the habit of looking up the spelling, pronunciation, and meaning of unfamiliar words, and of adding these words to both your spoken and written vocabulary to give richness and variety to your speech.

70. Poem Study

WINTERTIME

Late lies the wintry sun abed,
A frosty, fiery sleepyhead;
Blinks but an hour or two; and then,
A blood-red orange, sets again.

Before the stars have left the skies,
At morning in the dark I rise;
And shivering in my nakedness,
By the cold candle, bathe and dress.

Close by the jolly fire I sit
To warm my frozen bones a bit;
Or with a reindeer-sled, explore
The colder countries round the door.

When to go out, my nurse doth wrap
Me in my comforter and cap;
The cold wind burns my face, and blows
Its frosty pepper up my nose.

Black are my steps on silver sod;
Thick blows my frosty breath abroad;

And tree and house, and hill and lake,
Are frosted like a wedding cake.

ROBERT LOUIS STEVENSON

Poem Study. To what does Stevenson compare the wintry sun in the morning? Why does he say the sun "lies abed" in winter? To what does he compare the setting sun in winter? How does the length of the winter day which he describes compare with the length of a winter day where you live?

When does the poet say he rises? Of course, he is writing about himself as if he were once more a little boy. Use his exact words. This is the way a poet talks.

What two things are told in the third stanza? Does the poet use the word *frozen* in its real meaning? Explain what the last two lines in this stanza mean. Why does the cold wind burn one's face? What does Stevenson mean when he says that the cold wind "blows frosty pepper" up his nose?

What experiences have you had that enable you to understand the first two lines in the last stanza? How does a frosted wedding cake look? Why does Stevenson say that the tree, the house, the hill, and the lake look like a frosted wedding cake?

Tell how you have seen the sun rise on a cold winter morning. What do you like to play in winter? What did the poet like to do?

Word Study. Find in the poem each of the words in the left-hand column on page 88. Explain the difference in meaning between each word in the left-hand column

and the words following it at the right. Would any of these other words do as well as the one the poet used?

fiery	hot, blazing, glowing
shivering	trembling, wriggling, fluttering
explore	hunt, wander, search
burns	heats, scorches, singes, warms

71. *Rang* and *Rung*

Repeat the three principal forms of *ring*. Which one of these forms needs the helping word?

Exercises. *A*. Read the following sentences and decide which form of *ring* should be used:

1. The pupils ran when the bell ——.
2. How long it has been since the old village bell ——!
3. The dinner bell has ——.
4. Has the bell ——?
5. The children's voices —— out the Christmas carols.
6. The curfew has —— every night.
7. The curfew —— last evening.
8. The fire alarm has ——.
9. The report of the rifles —— in their ears.
10. These halls have —— with accents bold.

B. Be prepared to use orally in a sentence some form of *ring* with each of the words in these columns. Make interesting sentences.

today	are	shall
yesterday	was	will
tomorrow	were	had
next week	has	may
is	have	can

72. Courtesy at the Telephone

When, at your request, "central" has connected you with a telephone number and you hear a voice say "Hello," you should at once reply by giving your own name and stating the name of the person with whom you wish to speak. It is very impolite to say, "Who is speaking?" People do not like to be asked their names over the telephone by unknown persons.

Speak slowly. You may lower your voice almost to a whisper and still be heard, if you speak distinctly; on the other hand, you may shout and not be understood. Remember always to speak in a polite tone of voice when telephoning.

In class today let us pretend that we are talking over the telephone. Think of something interesting which you would like to tell one of your classmates. You may have some news to tell or some plans to discuss. The conversation may begin like this:

ERNA: Central, please give me row 2, seat 1. (Albert sits in seat 1 of row 2 and so must answer.)

ALBERT: Hello.

ERNA: Is this row 2, seat 1?

ALBERT: Yes.

ERNA: This is Erna. May I speak to Albert?

ALBERT: This is Albert speaking.

ERNA: I called to tell you that there was a big fire in our neighborhood today. I watched the firemen at work.

ALBERT: Was it a house or a store?

ERNA: It was a house. The firemen rescued all the people, but much of the furniture was burned.

ALBERT: Do you know the people?

ERNA: Yes, I know them very well. I must go to school now, Albert. Good-by.

ALBERT: Good-by.

Then Albert telephones.

ALBERT: Hello, Central; please give me row 5, seat 8.

If possible every child should have a turn. Do not telephone to some one who has already had a turn.

73. Telling Jokes

Have you been looking for interesting stories to tell the class? *St. Nicholas* and *The Youth's Companion*, as well as other magazines and the daily papers, contain delightful anecdotes and jokes. When you find one which you think the class will like, read it over several times until it is well fixed in your mind. Repeat it to yourself several times before you attempt to tell it to any one else. Tell one of these anecdotes in class today.

74. Oral Composition—The Intelligence of Pets

THE HUMMING BIRD

Some time in the month of July one of my family caught a small humming bird, which appeared quite weak for want of food. We gave him some sugar and cream, which he sucked up eagerly, and then we let him go. But in a little

while the bird appeared again. This time we made a mixture of sugar and water, and poured it into a honeysuckle blossom. The bird drank from the blossom, and from that time forward became unusually friendly. A dozen times a day or more he would come to be fed. After fluttering a few seconds at the door or window to attract notice, he would alight on a neighboring rosebush until his food was prepared, and then, upon our calling "peet, peet," would dart in a straight line with the speed of an arrow to receive it.

We held the tubes of honeysuckle in our hands, and the bird, while buzzing around the flowers, extracted the sirup which had been poured into them. He would thrust his bill, which was about three-fourths of an inch in length, into the tube, then put out his tongue, which was at least half an inch longer, and suck up the sirup. Two or three blossoms full generally satisfied him, but sometimes he still seemed hungry and would go back to his resting place on the rosebush to wait until the flowers were filled again with the sweet liquid. Then, when we called him, he would return to finish his meal.

But if, after flying to his perch, he wiped his bill on the limb, we could be sure that Peet had had enough to eat; then we might beg him to return as much as we liked, but with no result except to hurry him off. In the course of half an hour he would be back for more food. If the member of the family to whom he came was not ready to attend to his wants, he would try over and over again to draw attention to himself by flying into the different rooms of the house and buzzing within a few inches of any person there. Peet's tricks generally succeeded, as the children

were more than glad to wait on him. He seemed to be more fond of thick sirup than of any other food. If it was thinned too much with water, he would fly back to the rosebush and wait until it was prepared to his liking.

For about three weeks he visited us frequently, and was admired by many visitors. But on the eleventh of August, after being fed about the middle of the day, he disappeared. We have never seen Peet since and believe that he must have joined some companions and traveled southward.

Oral Study. Why was it possible to catch this humming bird? What food was offered him? How was he fed? How did he try to attract attention when hungry? Was he particular about his food? Why do you suppose he left his friends? If you have seen a humming bird, describe its appearance. Tell the story of the humming bird in this lesson.

Oral Composition. You can no doubt recall a story which you have heard or read about the intelligence displayed by a dog, a horse, an elephant, a bird, or some other animal. Prepare the story carefully and tell it to the class.

Word Study. Find in the story the first word in the left-hand column on page 93. What is the difference in meaning between this word and each of those in the group following it? Could any one of these words—*hurry, rush, flit, run*—be used in the selection above instead of *dart?* Use each word in a sentence so as to show the differences in meaning. Study the other four groups of words in the same way. Whenever you can, illustrate by actions the differences in meaning.

dart	hurry, rush, flit, run
alight	stop, arrive, descend, land
fluttering	flapping, trembling
buzzing	humming, rumbling, roaring, hissing
suck	drink, eat, gulp, peck

75. Written Exercise—What We Owe Our Country

The United States offers us many privileges. We have public schools, public playgrounds, parks, and, above all, the opportunity to become fine men and women.

We ought not to accept all these privileges without giving something in return. What can we give? In time of peace, is there anything which boys and girls, as well as grown people, can do for their country?

In the first place, we can respect and uphold our country's laws and institutions. We can keep from breaking windows, or from marking fences or buildings with chalk. If we live in a city, we can cross the streets at the proper places. We can obey the rules and regulations of the school we attend. We can live so that the law will never need to be used against us.

We can also do our part in keeping our cities and villages clean and beautiful. How can we do this?

What can we do to repay our country's gift of public schools?

Written Exercise. Think of all the things that you can do to repay your country for what it is doing for you. Write out a list of them to read in class. A class list may then be made and written on the board. This list should be copied and used for your future guidance.

76. Oral Composition—Kindness to the Foreigner

Where were your parents born? If they were born in some other country than the United States, they were called foreigners when they arrived here. Even though your parents were born in the United States, you will find that your grandparents, your great-grandparents, or some earlier ancestors came from another country. Can you think of some well-known American who came from a foreign country? How many such Americans can you name?

Does this not show you that, if a foreigner will adopt our language, customs, and ideals, he may become a good citizen of the United States? Because a person does not speak or understand English, is it any sign that he is stupid? We are not to think, because people speak a foreign language and have different customs, that they are ignorant or ill-mannered. If you were to go to a foreign country whose language you could not understand, what difficulties would you encounter? How could the people there make you feel happy? What can you learn from the foreigner? What can you do to make the foreigner feel at home in America?

Oral Composition. Prepare a story telling (1) how you think the foreigner feels when he first arrives in the United States, a stranger to our language and customs; and (2) what the people of the United States can do to make him feel at home and to help him become a good citizen.

77.* *Rise* and *Raise*

Rise and *raise* cause trouble in much the same way as do *lie* and *lay* and *sit* and *set*. *Rise* means "to go up" or "to get up." But to *raise* something means "to lift it up," "to set it up," or "to cause it to grow." The following sentences show the difference in the use of these two words:

I *rise* early in the morning. The sun *rises* in the east.
The balloon is *rising* rapidly.
John *rose* and walked to the door.
I *have risen* at six o'clock every morning this week.

Please *raise* the window.
He is *raising* the flag to the top of the pole.
John *raised* his hand.
I *have raised* tomatoes in my garden every summer.

Learn the principal forms of *rise* and *raise:*

rise	rose	have risen
raise	raised	have raised

Exercises. *A*. Decide which form of *rise* or *raise* to use in each of the following sentences. Write the sentences correctly and explain why you chose the form you did in each case.

1. The sun will not —— until seven o'clock.
2. At what hour shall you —— tomorrow?
3. The bread has not ——.
4. Why doesn't the bread ——?
5. Please help me —— this stone.
6. The man —— up as I spoke.
7. Can you —— the plank?

8. Proudly the ship —— upon the top of the wave.
9. Not even the strongest man could —— the stone.
10. I had —— from my seat before the train stopped.

B. Give sentences orally using each of the following words with four different forms of *rise:*

wind bird kite boy river smoke cake waves

Here are some sentences for the first word:

The wind *rises.* How the wind is *rising!*
The wind *rose* high. The wind *has risen* since morning.

C. Give sentences orally using each of the following words with two different forms of *raise;* as,

Can you *raise* the box?
I have *raised* the box up on the table.

box flag dust voices poles horse's foot

78. Written Composition—Our Duties During an Epidemic

What is an epidemic? What are some of the diseases that frequently become epidemic? How does an epidemic spread? Name two contagious diseases, and tell what you can do to prevent taking them? What precautions are taken by health authorities to keep contagious diseases from spreading? If you have measles or chicken pox or mumps, what can you do to keep others from getting the disease?

Written Composition. Write a set of rules telling what good citizens ought to do to keep disease from spreading. Make a class list as in Lesson 75.

79.* *Teach* and *Learn*

Every boy and girl in this grade should learn to use correctly the words *teach* and *learn*. There is a real difference in their meaning and one which you can easily understand. Read these sentences:

The teacher *teaches* her pupils and the pupils *learn* their lessons.

Mr. Stone *teaches* his son to skate and his son *learns* to skate.

In the first sentence the teacher is explaining or telling something to her pupils, and the pupils are trying to understand what she is explaining. The teacher is *teaching;* they are *learning*. We *teach* something *to* others. We *learn* something *from* others.

The forms of these words are:

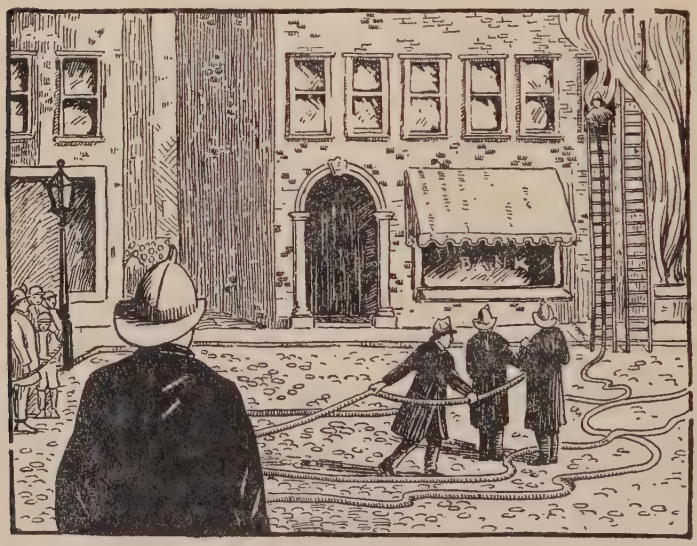
teach, taught, have taught
learn, learned, have learned

Exercise. Fill each blank in the following sentences correctly with some form of *teach* or *learn*.

1. Will you —— me to play the piano?
2. I know I can —— you to swim if I try.
3. Have you —— your spelling lesson?
4. Miss Brown, please —— me to knit.
5. It is difficult to —— any wild animal.
6. Wild animals have sometimes —— to do tricks.
7. The American people must —— to save.
8. The World War has —— many people to save.
9. I'll —— you a lesson!
10. I have —— my geography lesson.

80. Writing a Description of a Fire

What has happened here? Is the fire over? How do you know? Do you suppose the water will do any damage? What have the police done to keep the crowd back? Were you ever in a building after a fire? How did it look?



How do you suppose they raised that highest ladder? Has any one climbed up the second ladder? How do you know? If a fireman finds a window closed and locked, how does he gain entrance into the room?

Where do firemen live? Do all the firemen ever leave the fire station at the same time? How do you notify the fire station when a fire breaks out? Describe how firemen are dressed when at a fire.

If a fire should start in your house while your parents are away, what ought you to do? When a fire occurs in the country, neighbors and passers-by usually help all they can. What could you do to help? What precautions should one take to prevent fire?

Original Story. Have you ever seen a big fire? Perhaps you have seen more than one. If so, recall the most exciting one. What did the firemen do to put out the fire? How did they work to save the contents of the building? What exciting incidents occurred? Were any people or animals injured? What did you do? Could this fire have been prevented? How?

Make an outline for your story, arranging the events in the order in which they happened. Review the story-telling rules, and practice telling the story to yourself. Which of the rules bother you now? Tell your story to the class.

81. Stories of Unselfishness

Long ago there lived in England a noble and gallant soldier, Sir Philip Sidney, who was loved by all for his kindness and unselfishness. One day in a terrible battle he was wounded and left lying on the battlefield with many other wounded soldiers. After the battle, his friends found him dying. Thereupon one of them ran to a brook near by for a cup of cool water. Sir Philip thanked him, but as the cup was raised to his burning lips, he spied near him a dying soldier looking wistfully at the water. Although Sir Philip was dying himself, he gave the cup to the man, saying, "Thy need is greater than mine."

This beautiful story of Sir Philip Sidney has been remembered and repeated for hundreds of years, and will always remain a fine example of unselfishness. His words to the dying soldier, "Thy need is greater than mine," should be memorized by everybody. Tell the story to yourself several times until you have learned it very thoroughly. Tell it in class; to your family.

Oral Composition. Few people, perhaps, are ever called upon to act as unselfishly as did Sir Philip Sidney, but to all of us there come daily opportunities to do many unselfish acts for members of our families and for others. A truly unselfish act is one we do for others when we might be doing something for ourselves. Mother gives you the last piece of candy, she saves the icing on the cake for you, and when she has a headache and would like to lie down, she amuses you instead. Perhaps she works hard in order that you may go to school. Make a list of the unselfish things mother does for you and your family. Make another list of the unselfish things which you try to do, or ought to do, for your mother.

82. Thrift—Making a Saving and Spending Plan

Almost all children receive regularly a little money from their parents, or are able to earn some. Money given to a boy or girl by parents is called an "allowance." No matter how small this allowance is, or how little a boy or girl earns, a part of this money should be saved. No one should spend all that he earns or receives.

With your savings you may buy thrift stamps, or you may put your money in a savings bank. In either case your savings will be working for you and earning more money.

Do you own thrift stamps? Have you a savings account? How much have you added to it lately? How did you get the money you have saved? If you have not a savings account, your teacher will tell you how to start one. One dollar is usually enough to open an account, and you may put in any amount you like after that. How much does a thrift stamp cost?

The table below was made by the United States Government to show how much money your savings will amount to, if deposited regularly in the bank. If you were to put in a penny a week for five years, how much money would you have at the end of that time? if you saved ten cents a week? twenty-five cents a week?

Saved Each Week	*4 Per Cent Per Annum Compounded Semiannually*				
	1 Year	2 Years	3 Years	4 Years	5 Years
$0.01	$ 0.53	$ 1.08	$ 1.66	$ 2.25	$ 2.88
.10	5.30	10.82	16.56	22.54	28.75
.25	13.26	27.06	41.41	56.34	71.68

The following plan for saving on an allowance of twenty-five cents a week was worked out by the United States Government:

I expect to receive		*I expect to save*		*I expect to spend*	
On Hand:		For:		For:	
From earnings	$.	Thrift Stamps	$.05	School	$.05
From gifts	.	.....	.	Self	.10
From parents	.25	.....	.	Church	.05
Total	$.25	Total	$.05	Total	$.20

Make a spending and saving plan for yourself. Yours may be different from the one suggested above, but you should make some plan for saving money. Write out your plan using the form above.

Written Plans. Make a list of ways in which you can earn money. Make another list telling what you can do to save money.

If you are careful of your shoes and your clothing, how shall you help to increase the savings of your parents? Make a list of the ways in which you can help your parents to save. Make as big a list as you can. Try very hard to live up to this list.

83. Humorous Conversation

TWO SIDES TO A STORY

"What's the matter?" inquired Growler of the tabby cat, as she sat moping on the step of the kitchen door.

"Matter enough," replied the cat, turning her head another way. "Our cook is very fond of talking of hanging me. I wish heartily some one would hang *her!*"

"Why, what is the matter?" repeated Growler.

"Hasn't she beaten me, and called me a thief, and threatened to be the death of me?"

"Dear, dear!" exclaimed Growler. "Pray what has brought it about?"

"Oh, nothing at all; it is her temper. All the servants complain of it. I wonder they haven't hanged her long ago."

"Well, you see," remarked Growler, "cooks are awkward things to handle; you and I might be managed much more easily."

"Not a drop of milk have I had this day," complained the tabby cat, "and such a pain in my side!"

"But," said Growler, "what is the cause?"

"Haven't I told you?" snapped the cat, pettishly. "It's her temper—oh, what I have had to suffer from it! Everything she breaks she lays to me—everything that is stolen she lays to me. Really, it is unbearable."

Growler was quite angry; but, being a thoughtful creature, after the first gust of wrath had passed, he asked, "But was there no particular cause this morning?"

"She chose to be very angry because I—I offended her," admitted the cat.

"How, may I ask?" gently inquired Growler.

"Oh, nothing worth telling—a mere mistake of mine."

Growler looked at her with so much surprise that she was compelled to say, "I took the wrong thing for my breakfast."

"Oh!" exclaimed Growler, much enlightened.

"Why, the fact was," explained the tabby cat, "I was springing at a mouse, and knocked down a dish. Not knowing exactly what it was, I smelt it. It was rather nice, and——"

"You finished it," hinted Growler.

"Well, I believe I should have done so, if that meddlesome cook hadn't come in. As it was, I left the head."

"The head of what?" asked Growler.

"How inquisitive you are!" said the cat.

"Oh, no, but I should like to know," answered Growler.

"Well, then, of a fine big fish that was meant for dinner."

"Then," laughed Growler, "you may say what you please; but, now that I've heard both sides of the story, I only wonder she did *not* hang you."

Oral Study. Who is Growler? What words or groups of words, such as *moping, I wish some one would hang her*, and so on, show that the cat was cross? How many exclamation marks are used in the cat's conversation? Was she very much excited? Was Growler excited? Why? When did Growler first begin to suspect the cat might be in the wrong? Do you blame the cook?

Let two children read the dialogue, one taking the part of Growler and the other that of the cat. Of course, you will read only the parts in quotation marks. In reading try to show how cross and peevish the cat is, and how quiet and gentle Growler is. Is he gentle when he makes his last speech?

Original Story. Have you ever heard any one complain of unfair treatment, when in reality he himself was at fault? Write the story of such an incident, telling how the boy or girl thought that he or she was imposed upon, and stating what the real facts were. If possible, introduce some conversation into the story, as in the case of Growler and the cat.

Word Study. Read the sentence in the story which contains the word *moping*. Study the group of words following *moping* in the list below. How does each differ in meaning from the others? Use each orally in a sentence. Read again the sentence containing *moping*, substituting in turn each of the other words. Does any of the others express the meaning as well as *moping?*

moping	fretting, crying, whining, sighing, frowning
repeated	mocked, copied, said, answered
angry	cross, provoked, offended, furious
springing	flying, leaping, running, hopping, dancing

In the same way study the other groups of words in the list. Whenever you can, you may perform the action suggested by the words.

Dictionary Study. Find in the dictionary the meaning of the following words. Try to select the meaning of each word as it is used in this story.

threaten pettishly meddlesome inquisitive

84. Dictation

In class you will be asked to write from dictation the following selection. The best way to study it so that you will be able to write it without a single mistake is this: As you read each sentence, notice how every word in it is spelled. Are any words capitalized? If so, why? What marks of punctuation are used? Why is each used? If you are unable to give the reason for any capital or mark of punctuation which you find in the sentence, refer to the rules in the checking list.

"Father, I should like to know all about cotton," said John.

"Very well, John. I shall try to answer any question you may ask," replied his father.

"Where is cotton grown, father?" asked John.

"It is raised in warm countries such as India, Egypt, and the southern part of the United States," answered his father.

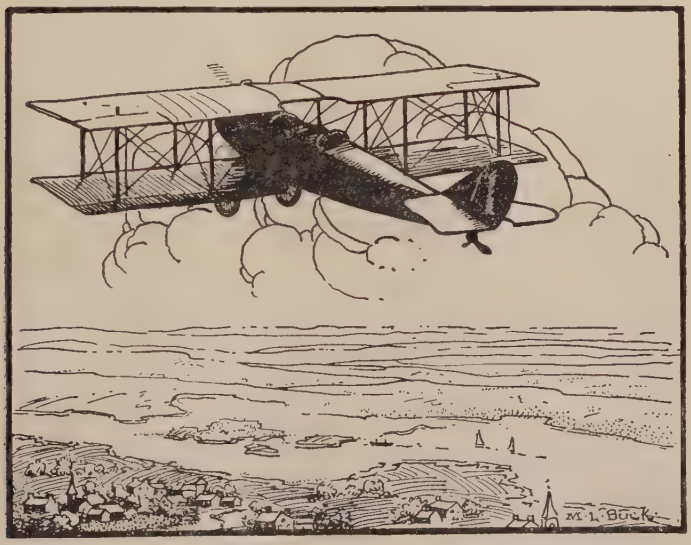
85. Review

Read each sentence carefully, deciding which word in parentheses is the correct one to use. Be prepared to give the reason for your choice. Write the sentences and check your work.

1. I went (to, two, too) town for (to, two, too) rabbits.
2. He bats (good, well).
3. I (did, done) all I was told to do.
4. He (don't, doesn't) look well.
5. We (was, were) up late last night.
6. (These, Them) books are mine.
7. (He, Him) and (I, me) are chums.
8. He has (laid, lain) down.
9. The (boy's, boys') ages are the same.
10. It isn't (none, any) of my business.
11. I have (wrote, written) four letters.
12. He (came, come) back yesterday.
13. He has (ran, run) too far.
14. I am (setting, sitting) in my grandfather's chair.
15. Has he (rang, rung) the bell yet?
16. The kite is (raising, rising).
17. I can (learn, teach) my sister.

86. Oral Composition

How many of you have seen photographs taken from airplanes? This picture was drawn from such a photograph. What kind of airplane is this—a biplane or a monoplane? What is the difference between the two? How does the pilot steer this plane? What makes the



airplane go? If the engine stopped, what would happen? Of what use are the little wheels which you see under the plane? Of what use is the rudder at the back?

How near do you think the airplane is to the earth? What can you see far below the plane?

For what are airplanes used? Have you ever seen an airplane? How can you tell when one is flying over.

head? Can you tell the difference between the sound made by an airplane, and that made by an automobile? How?

What do aviators wear when they go up? How high do they go? Is it cold high up in the air? Do they go above the clouds? If they fly above the clouds, can they see the earth below? What would an eagle think if he met an airplane?

Have you ever been up in an airplane? Tell about it. Would you like to go up in one? How would you probably feel?

Prepare a composition on one of these subjects:

1. A Description of an Airplane
2. How an Aviator Dresses to Go Up in an Airplane
3. What the Aviator Sees from His Airplane
4. How an Airplane Differs from a Balloon

87. Courtesy in Addressing People

In addressing father or mother, a polite child is careful to say, "No, father," "Yes, mother," and "What is it, mother?" If Mr. Smith meets you on the street and says, "Are you well today," you should reply, "Yes, Mr. Smith." Instead of saying, "How do you do?" say, "How do you do, Mrs. Brown?" Since every teacher has a name, a polite child will say, "Please, Miss Thomas, may I change my seat?"

Imaginary Conversations. Today you are given three suggestions for scenes to be dramatized. Plan

suitable conversation for the actors in each scene. For instance, in Scene A, think what Arthur's mother would say in introducing him to Mrs. Rogers, what Arthur and Mrs. Rogers would each say, the questions which Mrs. Rogers might ask Arthur about his school or his play, and his replies.

In class the teacher will assign the parts, and the pupils called upon will come to the front of the room and act the scene.

A. Arthur comes home from school and finds a neighbor, Mrs. Rogers, calling on his mother. Arthur comes into the room, is introduced by his mother, and talks with Mrs. Rogers for a few minutes, then excuses himself and goes out to play.

B. Lily's mother, Mrs. Stevens, calls on Esther's mother, Mrs. Blackburne, and invites Esther to go with her and Lily to the moving pictures that afternoon. Esther is present and accepts the invitation.

C. Miss Pratt, the teacher, walks home from school with William Grant to call on his mother. William introduces Miss Pratt to his mother and they talk about William's progress in his studies.

88.* *Can—May*

The word *can* is often incorrectly used instead of *may*. One of these words expresses the idea of *permission*, and if you will always remember which one, you will have no trouble. From your study of the following sentences, decide which one of the two words expresses permission.

May I play in the orchard?
You *may* come in now, Amelia.
May I go to town with you?
Why *may* we not eat this candy?

I *cannot* lift this stone because it is too heavy.
We *can* do a great deal of work in one day.
No man *can* be in two cities at one time.
Can you walk a mile in fifteen minutes?

When you incorrectly say to your teacher, "*Can* I go home now?" she will perhaps reply, "Yes, you *can* go home, but you *may* not." She means, "Yes, you *are able* to go home, but you *are not permitted* to do so."

May should be used to express the idea of permission.

Exercise. Write the following sentences, filling each blank correctly with either *can* or *may*. Give the reason for your choice.

1. I —— solve all my arithmetic problems.
2. You —— do that if you ——.
3. —— I get a drink?
4. Many people —— not spell correctly.
5. "Oh, mother," asked Jane, "—— I buy thrift stamps?"
6. "You —— go to the basket ball game, if you —— save enough money," answered mother.
7. —— Dorothy have a quarter for candy today?
8. Most pupils —— succeed if they are willing to work.
9. —— I leave the room?
10. We write as fast as we ——.

89.* Fables

Many, many years ago there lived a famous writer of stories named Æsop. The characters in his stories were nearly all animals who had the power to speak and act just like human beings. Every one of these stories taught some good lesson. Such a story is called a fable.

THE HARE AND THE TORTOISE

A hare boasted loudly to a tortoise of her speed in running, at the same time giving him a look of scorn because of his slowness.

"Let us have a race," answered the tortoise. "I will run with you five miles, and the fox over yonder shall be the judge."

The hare agreed, and away they started together.

Soon the hare left the tortoise far behind. Feeling a little tired, she lay down on a tuft of grass that grew by the way. "If that slow-coach passes, I shall see him and easily catch up with him again," she said to herself, and fell asleep.

In the meantime the tortoise plodded on, slowly but surely. After a time he passed the hare, who, sure of reaching the goal first, still slept, and who awoke only to find that the tortoise had reached it before her.

Slow and steady wins the race.

ÆSOP

What is another name for a *hare?* for a *tortoise?* Which can run the faster? Which should have won? Which did win? Why did he win? What is the lesson in this story? Explain the meaning of the last sentence in the fable.

Oral Composition. Make up a story about two boys—one who is bright but lazy, and one who is not so bright but who is a good worker. Show how the second boy wins. It will be interesting to see how many different stories are told in class. Let the class agree upon the one that is best.

Written Composition. Make up a story about a young colt and an old sheep which shall teach this same lesson. In your story do not have the colt waste his time by going to sleep. Instead, you might let him run off behind the barn to eat some oats. If you can, introduce some conversation. When you have planned the story and made your outline, write it as a fable and at the end state the lesson taught.

Check your work for written form, capitalization, and punctuation. Have you used quotation marks correctly? After correcting your work carefully, rewrite your fable.

90. An Original Fable

Oral Composition. Your teacher will read or tell you the fable of the ant and the grasshopper. Make up a story about two boys or two girls which will teach the same lesson as this fable. Use plenty of conversation. Tell the story to yourself several times before coming to class. Which story-telling rule must you watch?

91. A Fable in the Form of a Poem

Have you ever heard two people disputing over a very small matter? Perhaps after a while they were

foolish enough to begin calling each other names; and this in turn may have led to each one's declaring that he is better than the other.

Here is a fable in which the characters, a squirrel and a mountain, quarrel in much the same way that children sometimes do. This fable is told in the form of a poem.

A FABLE

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON

Poem Study. What boast did the mountain probably make before he called the squirrel "Little Prig"? What does "Little Prig" mean? What did the squirrel

say he could do which the mountain could not? What things could the mountain do which the squirrel could not? Which do you think had the better of the argument? Why do you think so? What do you like about the squirrel's answer? Was he respectful or saucy?

Oral Composition. A great giant said to a little boy, "Get out of here! You don't amount to anything." What respectful answer could the boy give which would show that the giant and the boy were of equal importance? Make a list of things which a small boy can do but which it would be impossible for a giant to do. With this list in mind, prepare an oral composition describing the scene between the two.

92. Selecting the Right Word

Choose words from the list below with which to fill the blanks in the sentences. Use each word but once. Write the sentences.

their	to	seen	learn
there	went	saw	laid
teach	gone	two	sat

1. In all my life I had never —— so large a tree.
2. If I study every day, I shall soon —— how to work these problems.
3. —— upon the mountain top, beautiful in the sunset light, —— the Alpine fairy.
4. If you will try to learn, I will —— you.
5. Many a time I have —— to the old well —— drink of its cool water.

6. Frances —— the —— soldiers coming down the road; then she —— home quickly.
7. The men —— down —— weapons and listened to the general.

93. Sentence Recognition and Review of Punctuation

What is wrong with the following paragraph?

Where are you going this morning John asked Alfred I am going to buy sugar potatoes and rice replied John what will you do then inquired Alfred I shall take my fathers hammer and crack some nuts John replied that will be great fun exclaimed Alfred wouldnt you like me to help yes if you will carry the potatoes

Where should each sentence end? What mark of punctuation is needed at the end of each? After you have separated the paragraph into sentences, study each sentence to see what further marks of punctuation are needed, if any. Do you find any quotations in the paragraph? any contractions? any possessive nouns? Are commas needed anywhere? Why? If you are in doubt, review the rules of punctuation in the checking list.

Careful Pronunciation. Pronounce these words slowly and distinctly several times, being sure to sound the *h*. Use each word orally in sentence. Are you in the habit of mispronouncing any of these words? If so, begin now to correct the habit.

where	when	why	whirl
what	whether	whine	whiskers
while	which	whip	white

94. Study of a Patriotic Poem

THE FLAG GOES BY

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea fights and land fights, grim and great,
Fought to make and to save the state:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverent awe;

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

HENRY HOLCOMB BENNETT

Poem Study. How do the bugles sound? the drums? What picture comes to your mind when you read in the third line, "A flash of color beneath the sky"?

Describe the picture in stanza two. Think of a regiment of soldiers marching by, each with a bayonet; then explain the meaning of "steel-tipped, ordered lines." What does the poet mean when he says, "But more than the flag is passing by"?

How many pictures come to your mind when you read stanza three? "State" here means the Union. Can you tell what war was fought "to make the state"? What one was fought "to save the state"?

What words does the poet use in the fourth stanza to suggest the wonderful growth and prosperity of our country? the just laws by which we are governed?

Why would the sight of our own flag in a foreign country make us feel safe, even in time of danger? Explain, "To ward her people from foreign wrong."

Read the poem again and make a list of all the things the flag stands for. Memorize this poem.

Look up the meaning of all difficult words.

Dictation. Study the first two stanzas for dictation.

95.* A Letter of Apology

Have you ever been asked to apologize for doing something wrong? Sometimes it may be necessary to make a written apology, like the following:

364 White Avenue
Elsonville, Idaho
Sept. 4, 1922

My dear Mr. Woods:

I am one of the boys who have been playing on your terrace before and after school. I realize now that I have been doing wrong, and I want to apologize. The other boys also promise not to run across your grass again. Please forgive us.

Sincerely yours,
John Nelson

Write a letter of apology, using one of the following suggestions:

1. Apologize for not attending a meeting of your club. Perhaps sickness, work, or bad weather kept you at home.
2. Apologize for playing a Halloween prank on a neighbor. You damaged his property considerably and now regret that you took part in the prank.
3. Apologize for letting your chickens stray from your yard and damage a neighbor's garden.

96. An Original Oral Composition

THE LION AND THE MOUSE

A lion was sleeping in his lair, when a mouse, not knowing where she was going, ran over the nose of the mighty beast

and wakened him. The lion clapped his paw upon the frightened little creature and was about to make an end of her, when the mouse in a pitiful tone begged him to let her go. Smiling at his little prisoner's fright, the lion generously set her free.

It happened not long afterward that the lion fell into a hunter's trap and, finding himself without hope of escape, set up a roar that echoed through the whole forest. Recognizing the voice, the mouse ran to the spot, set to work to nibble at the cord that bound the lion, and in a short time set the noble beast at liberty. In this way, the mouse convinced the lion that kindness is seldom thrown away, and that the humblest creature may have the power to return a kind act. ÆSOP

In what way was the lion generous? How did the little mouse repay him? Tell this story.

Oral Composition. Prepare an oral composition using the following suggestion:

A boy brought home a stray dog. His mother did not like dogs but, as it was very cold outside, she promised to let this one stay in the house that night. During the night a fire broke out. The dog, by his barking, woke the boy and his mother, and thus saved their lives.

97. An Original Written Composition

Your teacher will read or tell you the fable of the wind and the sun. Think of another good story which shows that, if you make a polite request, it is more apt to be granted than if you attempt to use harsher methods. Tell the story to yourself. Then write it.

98. Telling Fables

Using one of the following suggestions, prepare an oral composition in the form of a fable. Introduce as much conversation as possible.

1. One day the fox invited the crane to dine with him. To tease the crane, the fox served dinner on a flat platter. Of course the crane with his long bill could get no food from the plate. Later, when the crane invited the fox to dinner, the food was served in a tall jar. In this way the crane punished the fox.

What did the fox say when he set the flat platter before the crane? What did the crane answer? What did the fox say when he saw the tall jar in which the crane served him his dinner? How did he feel?

2. A country mouse had only corn, peas, and wheat to eat. Her cousin, the city mouse, persuaded her to go to the city where she might have pie, cake, and cheese. At first, the country mouse enjoyed city life, but soon she decided to go back to her quiet country home, because in the city she was always being frightened away from the pantry by the dog, the cat, or the cook.

What did the country mouse say when she saw all the good things to eat in the pantry? What did she say when the cat crept into the pantry? How did the city mouse comfort her? What did the country mouse say when she was interrupted by the dog? by the cook? What did the city mouse answer? What did the country mouse remark when she left to go back to her own home?

99. Describing a Flood

What has happened to make the street so full of water? Are the girls going away in the boat? Are they going out for provisions, or will the boat take them to school? Is the water deep? How do you know? Are the girls frightened?

Have you ever seen a flood? If so, prepare a story to tell the class. What caused the flood? How long did it last? Was any damage done?

Have you ever read in the newspaper an account of a flood, or heard any older person describe one? Tell the class what you can remember of one of these accounts.

100. Written Composition

Prepare a written composition, using the following suggestions. Plan the story carefully and tell it to yourself before beginning to write it. Shall you need to make an outline this time?

Circus posters—circus parade—boy with twenty-five cents—the circus—a terrible storm—tent blown over—getting home.

101.* Debating

Not long ago I heard Joseph and Edwin disputing about which had the better dog. This is what I heard:

"My dog is better than yours," said Joseph.
"It isn't!" exclaimed Edwin.
"It is too!" answered Joseph.
"I bet you!" said Edwin.
"My father is bigger than yours," retorted Joseph.
"Oh, that's nothing," said Edwin. "My brother drives a truck."

Did either of the boys give any good reason why his dog should be considered better than the other? Instead of talking in this way the boys might have stated good reasons why each thought his dog better than the other, somewhat like these:

"My dog is better than yours," said Joseph.
"Oh, no, I think my dog is better!" exclaimed Edwin.
"Mine is bigger than yours," said Joseph.
"Well, mine can run faster," answered Edwin.
"We can hunt with our dog," retorted Joseph.
"But mine will draw a wagon," replied Edwin.

"Yes, but our dog is a good watchdog," said Joseph.
"But ours is of pure breed," answered Edwin.

What three reasons did Joseph give for thinking his the better dog? What were Edwin's reasons? Which one do you think gave the better reasons?

Sometimes the manner of holding a discussion is arranged beforehand. A subject is selected, and speakers are chosen for each side to prepare and to deliver the very best arguments they can. This is called a *debate*. In a debate each speaker usually states all his reasons or arguments at one time, after which he listens carefully to all that each of the other speakers has to say. Usually there is a judge, or perhaps there are several judges, or sometimes it is left to the audience to decide which side has the stronger arguments in its favor.

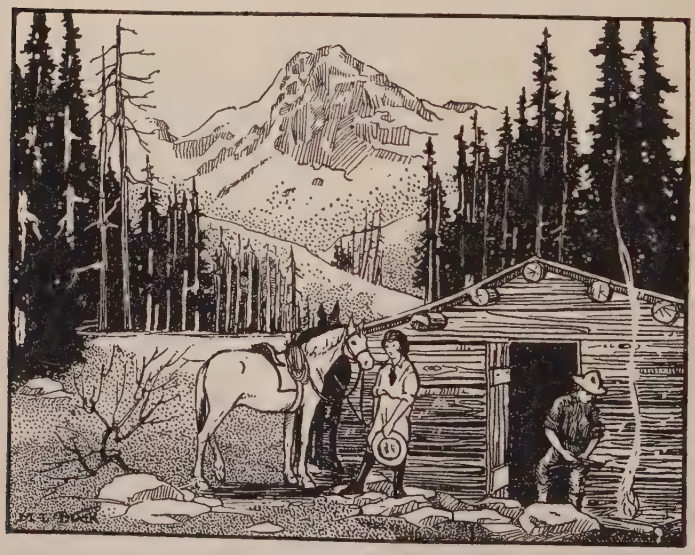
Here is a subject which will make an interesting and lively debate:

Fred has a cat. Fred's mother loves birds and does not want the cat because it kills birds. Fred begs to keep the cat. Which is right, Fred or his mother?

Let the girls take the mother's side and the boys, Fred's side of the debate. Think up as many reasons as possible for your side. Write your reasons. Let each group form a committee who will collect all the arguments for that side. One pupil from each committee may be chosen to be the speaker for that side, and the teacher may be the judge. Ask your teacher to help you plan this debate.

102. An Oral Composition

Is this a high mountain? How do you know? Have you ever seen a mountain as high as this? Why are there no trees on it? What kind of trees are those in the foreground of the picture? Is this a wild country? Do you think there may possibly be any wild animals in the woods? What kind of animals would one be likely to find there?



Do you think it would be possible to climb this mountain? What kind of clothes would you wear for mountain climbing? What kind of weather would you find at the top of the mountain? Have you ever climbed a mountain or a high hill? Do you know any one who

has climbed a mountain? If you can, describe some mountain-climbing experience.

Oral Story. Imagine that you are one of the persons shown in the picture and that you have come with your family to spend a week in this little cabin. Think of all the fun you could have during the week. Make an outline and prepare a story, telling it to yourself several times before coming to class.

103. Another Lesson on Debating

Which have the more fun, children who live in the country, or those who live in the city? Let us have a debate upon this subject. Think over all the things a country child can do to have fun; all the things a city child can do. Then decide which side you wish to take in the debate. Make a list of all the reasons for your side. Form committees and choose speakers as in Lesson 101. Select a judge.

104. A Written Description

DAVID'S NEW BEDROOM

Then Peggotty opened a little door and showed me my bedroom. It was the completest and most desirable bedroom ever seen; in the stern of the vessel, with a little window where the rudder used to go through; a little looking-glass, just the right height for me, nailed against the wall and framed with oyster shells; a little bed, which there was just room enough to get into; and a nosegay of seaweed in a blue mug on the table. The walls were whitewashed as

white as milk, and the patchwork counterpane made my eyes ache with its brightness.

One thing I particularly noticed in this delightful house was the smell of fish, which was so searching that, when I took out my pocket handkerchief to wipe my nose, I found that it smelt exactly as if it had wrapped up a lobster. On my imparting this discovery in confidence to Peggotty, she informed me that her brother dealt in lobsters, crabs, and crawfish.

CHARLES DICKENS

Why did David say it was "the completest bedroom ever seen"? Why did he think it the "most desirable bedroom ever seen"? The house in which this room was situated was a remodeled old ship which had been drawn up on the beach. In what part of the ship was David's room? You can answer this question by finding in the dictionary the meaning of the word *stern*. What is the *rudder* of a ship? What is its use? Did you ever see anything so bright that it made your eyes ache? What was it? What is another name for a *counterpane?* What is the meaning of *imparting? informed?* What does "her brother *dealt* in lobsters" mean?

Written Composition. Of all the rooms which you can remember having seen, which one was the most beautiful, or the most interesting, or the most curious? Imagine that you are standing in the doorway of this room which you have called to mind. Describe the room so clearly that any one else who has seen it will be able to recognize it. Write the description and check your work.

105. Imaginary Stories

Pretend that you are some object, such as a trunk, a piece of ice, a mirror, a cedar chest, a chair, a sidewalk, an umbrella, a piece of soap, or a shell. Tell what has happened to you since you were first made. Here are a few suggestions:

1. If you pretend that you are a chair, you may begin your story like this:

Long ago I was a tree growing in a great forest in Michigan. One day woodcutters came into the forest and cut me down.

You might tell how your branches were cut off; how you were dragged to the river and floated downstream to a sawmill; how you were made into boards, sent to a factory, made into a chair, sent to a wholesale house, to a furniture store, and how finally you were bought by a man and taken to his home.

2. If you imagine yourself to be a piece of ice in the ice box, you might write this:

Once I was a part of a shining river that flowed past a little town in Minnesota.

Tell how the river froze in winter; how the ice was cut, stored, and delivered.

3. The story of an umbrella might begin like this:

For many months I stood in an umbrella store.

Tell what you saw; what the customers said who looked at you and at other umbrellas; how at last you

were sold to a man who bought you for his son; tell how the son treated you; perhaps he did not like you, forgot to fold you up, or stepped on you, or even lost you. What happened to you then?

106. A Question for Debate

Should children in the third grade go to see motion pictures?

First decide whether you think it wise for children eight and nine years old to attend picture shows. Then write a list of arguments or reasons to prove that you are right. Prepare an oral composition in which you state clearly your side of the question. Practice until you feel sure that you can stand before the class and give your composition without hesitation. You may have a debate on this subject if you like.

107. Description of a Garden

Why are these boys so hard at work? What would happen to their garden if they did not give it a great deal of care? What kinds of vegetables does their garden contain? Is it a school garden? Why do you think so? What vegetables are the easiest to raise? Which do you think gives the more pleasure—a vegetable garden or a flower garden? You might have a debate on this subject.

Oral Composition. Prepare an oral composition on "My Garden." Tell where your garden is, how large it is, what you have planted, or what you are going to plant, how you intend to take care of it, and what you

are going to do with the flowers or vegetables that will grow in it. If you wish, you may tell about the garden you had last year, or about a friend's garden. If you do not know of any garden to talk about, make up a story about the boys in the picture.

Prepare an outline and memorize it so that you will not need to look at it as you tell your story.

108. Study of a Poem

Have you ever watched a coming storm? Describe what happens before the rain begins to fall—the changes in sky and wind, the thunder and lightning. Have you watched people scurrying around so as to reach some shelter before the shower begins? What precautions do people take when they see a shower coming?

A SUDDEN SHOWER*

Barefooted boys scud up the street
  Or scurry under sheltering sheds;
And schoolgirl faces, pale and sweet,
  Gleam from the shawls about their heads.

Doors bang; and mother-voices call
  From alien homes; and rusty gates
Are slammed; and high above it all
  The thunder grim reverberates.

And then, abrupt,—the rain! the rain!
  The earth lies gasping; and the eyes
Behind the streaming windowpane
  Smile at the trouble of the skies.

The highway smokes; sharp echoes ring;
  The cattle bawl and cowbells clank;
And into town comes galloping
  The farmer's horse, with steaming flank.

The swallow dips beneath the eaves
  And flirts his plumes, and folds his wings;
And under the catawba leaves
  The caterpillar curls and clings.

The bumblebee is pelted down
  The wet stem of the hollyhock;
And sullenly, in spattered brown,
  The cricket leaps the garden walk.

*From the Biographical Edition of the Complete Works of James Whitcomb Riley, copyright, 1913. Used by special permission of the publishers, The Bobbs-Merrill Company.

Within, the baby claps his hands
And crows with rapture strange and vague;
Without, beneath the rosebush stands
A dripping rooster on one leg.

JAMES WHITCOMB RILEY

Poem Study. What signs of storm are mentioned in the first two stanzas? What do *scud* and *scurry* mean, and why are they good words here? What do you think the "mother-voices" say when they call out "from alien homes"? What does *reverberate* mean? What does *grim* mean?

Why does the poet say, "The earth lies *gasping*"? Describe the scene on the inside of the windowpane, also that on the outside. How does the poet bring out the contrast between the smiling faces inside and the weeping skies outside? What does *smokes* mean in the fourth stanza? Explain the meaning of the first two lines in the fifth stanza.

What do the people do during the storm? the cattle? What does the farmer's horse do? the swallow? the caterpillar? the bumblebee? the cricket? the baby? the rooster?

Describe all the sounds that you can hear in imagination while reading this poem.

Word Study. What is the difference in meaning between the words in each of the following groups? Look up in the dictionary any of these words whose meaning you do not know. The words in the left-hand column are used in the poem. Will any other word in

the same group do as well as the one which the poet has used? Try reading the poem using the other words, and see.

scud	hurry, fly, run, dash
gleam	shine, glitter, twinkle, flicker
bang	boom, slam, crash, click
streaming	pouring, trickling, drizzling
clank	jingle, rattle
galloping	pacing, trotting, running
pelted	knocked, beaten, struck, hurled
dripping	wet, damp, soaked

109. Written Composition

What was the most severe thunderstorm or windstorm which you have ever seen? How did the sky look during the storm? What happened? Recall everything you can about the storm. Write a paragraph describing it, and check your work.

110. A Letter

Write a letter to a friend upon one of the following subjects. Choose the one of greatest interest to your friend. Check your letter. Have you written correctly the heading, the salutation, and the complimentary close? If necessary, copy the letter.

1. A Fishing Trip
2. A Class Picnic
3. The Swimming Hole
4. An Exciting Baseball Game

5. An Interesting Visit
6. A Boat Ride
7. Roller Skating
8. A Game of Tennis

111. Telling True Stories

What true stories do you know about events in American history? Which one do you like best? Make an outline and prepare the story as an oral composition. Here are some suggestions which may help you in deciding which subject to choose.

1. John Smith and Pocahontas
2. Miles Standish
3. John Alden and Priscilla
4. The Boston Tea Party
5. The First Thanksgiving
6. The Expedition of Lewis and Clark
7. Paul Revere's Ride
8. The First Steamboat
9. John Paul Jones
10. The Boyhood of Lincoln
11. The Battle of Trenton
12. The Discovery of Gold in California

112. Review of Correct Usage

In order to learn how to speak correctly you should be careful of your speech at all times—of your conversation outside of school as well as of your recitations in the classroom. Although you will not have to recite any language lessons during the summer, you should not stop trying to acquire the habit of using correct English. It will be a fine idea, therefore, to review all the points learned up to this time, so as to have them fresh in your mind before vacation.

First of all, let us review our list of troublesome words to see which ones, if any, still give difficulty. You will find some one of these troublesome words used in each of the following sentences. After each sentence there is given in parentheses the number of the lesson in which the correct use of this word is explained.

Study the lesson in this way: Read each sentence and decide which of the words in parentheses is the one to use. Then read the lesson to which the number refers and see whether you have decided correctly. Write the sentence correctly and be prepared to tell in class why you chose the form you did.

1. He (done, did) his work well. (26)
2. That girl (don't, doesn't) know my name. (27)
3. We (were, was) at school yesterday. (31)
4. He is (laying, lying) in the hammock. (37)
5. They (ain't, aren't) so large as the others. (51)
6. My chum has (written, wrote) for a pony. (12)
7. We (come, came) in on the train last night. (12)
8. He (run, ran) away from home. (65)
9. I (set, sat) up till nine-thirty. (68)
10. Has the bell (rung, rang)? (70)
11. The sun (raises, rises) at five-thirty. (77)
12. If you will (teach, learn) me I will try to learn. (79)
13. (Can, May) we read a story? (88)
14. How (good, well) Frances sings! (16)
15. (Those, Them) flowers are wilted. (33)
16. Edna invited Florence and (I, me) to her party. (34)
17. I haven't seen (any, no) signs of a storm. (49)
18. Ellen (saw, seen) a large steamship in the harbor. (12)
19. Have the boys (went, gone) to school yet? (12)

113. Dictation—Review of Capitalization and Punctuation

In class you will be asked to write from dictation the sentences below. Study the sentences in the following way and see whether you cannot write them from dictation without a single mistake. As you read each sentence, notice how every word in it is spelled. Are any words capitalized? If so, why? What marks of punctuation are used? Why is each used? If you are unable to give the reason for any capital or mark of punctuation, turn to the rules in the checking list.

1. Early to bed and early to rise
   Makes a man healthy, wealthy, and wise.
2. There were Italians, Frenchmen, and Russians on board.
3. Marie, will you give a piece to Jane?
4. Certainly, Miss Thomas, I shall be glad to.
5. The title of my book is "Scouting on the Plains."
6. My birthday comes on the first Wednesday in June.
7. Oh! I have hurt my thumb!
8. My name is R. J. Williams. What is yours?
9. Roberta said to her mother, "Isn't that lovely!"
10. The dog's foot is sore.
11. He braided the horses' manes.

114. Review of Letter Writing

Write a letter to some friend living in another town inviting him or her to visit you during vacation. In the letter speak of the fun you are planning to have and also of the work you may have to do. Make the

invitation so attractive that your friend will wish to come.

Write a business letter to the superintendent of schools or to the secretary of the school board mentioning some improvement which you think should be made in the school buildings, furnishings, or grounds during the summer, or some books which should be added to your school library.

Before writing these two letters, read again Lessons 40, 42, and 44.

115. Oral Composition

Prepare an oral composition on one of the following subjects. Choose a subject which you are sure will be of interest to the class.

1. How to Play a New Game
2. How to Make a Beautiful Violet Bed
3. Washing the Dog
4. How I Taught My Dog to Sneeze
5. My Favorite Game in Summer
6. Training My Pet
7. Playing Pirate

116. Written Conversation

Write a short conversation between a lady who wishes to have a neat looking yard, and a polite but mischievous little neighbor boy who is continually leaving his playthings there.

117. Review

Read again Lessons 46, 48, and 83.

A. What is the possessive form of each of the following words? Use the possessive form of each in a written sentence.

women	lady	boy	baby	man	men
John	Henry	Nora	Kate	fox	wolf

B. Write the possessive form of each of the following. Use each in a sentence.

babies	soldiers	girls
horses	friends	pupils

C. Write a short conversation between a boy who is having trouble with his bicycle on a country road and a farmer who overtakes him. Check your work.

118. A Letter

Write an interesting letter using one of the following suggestions:

1. My Good Grades in Language
2. My Experience in Gathering and Selling Greens
3. The Chickens I Have Cared For
4. An Automobile Ride in May
5. The New Fire Engine
6. An Experience in School
7. Our Last Fire Drill
8. My Garden
9. The Birds Near My House

M·L·
Buck·

119. Picture Study

What are these children doing? What is the name of the dance? What will the children do with the streamers? How will the Maypole look when the dance is over? How will the streamers be unwound? Describe the costume of one of the children. Have you ever taken part in a Maypole dance? Tell the class about it.

Written Composition. Pretend that you are one of the children in this picture. Write a paragraph describing your costume and telling how it was made. In a second paragraph tell what part you are taking in the entertainment, and describe the dance. Check your work carefully.

If you prefer, you may write on one of the following subjects:

1. The Best May Party I Ever Attended
2. Our May Day Entertainment
3. How the May Queen Was Dressed
4. Finding the First Spring Flowers
5. Why I Think May Is a Beautiful Month

120. Review—Careful Pronunciation

Pronounce these words distinctly and accurately. Have you made any improvement in the pronunciation of these words since you last studied them? Which ones still give you trouble?

when	what	every	don't you	umbrella
what	while	across	just	automobile
why	whether	once	get	February
which	white	act	library	mischievous

121. Oral Composition

Prepare an oral composition describing the plans you have made for your summer vacation. Tell what fun you expect to have, whether you are going on a visit to another city or town, or whether you are going to stay at home. Mention your plans for any work which you expect to do during the summer.

Review once more the rules for story telling and prepare your composition very carefully. Try to make this your very best oral composition.

122. Test A. Capitals and Punctuation

Before the close of the term let us see just how much you have learned during the year. We are going to give you three tests. You can determine what improvement you have made by comparing the results of these tests with the results of those taken at the beginning of the year. But to make a complete test of what you have learned, we should have to hear you talk in all your other recitations, on the playground, and at home. If you have at all times followed the rules for correct speaking, we shall be glad. If you have not even tried to follow them, then the language lessons have not done you much good.

In the test* today the teacher will read you ten sentences which you are to write correctly, being careful of your punctuation and capitals. The first sentence dictated consists of two lines of poetry.

*The sentences for dictation may be found in the Manual.

123. Test B. Word Forms

Read the following sentences. Select the proper words in parentheses and write the sentences correctly.

1. I lent (to, two, too) books (to, too, two) John.
2. The boy plays (good, well).
3. He (done, did) it.
4. He (doesn't, don't) like cherries.
5. You (was, were) the best in the class.
6. The men (were, was) coming home.
7. (These, Them) are mine.
8. Will you give some to Harry and (I, me)?
9. The book is (lying, laying) on the table.
10. This is the (boy's, boys') cap.
11. These are the (boy's, boys') report cards.
12. There isn't (nothing, anything) to be done.
13. Have you (wrote, written) to your cousin yet?
14. We have just (come, came) from there.
15. I (run, ran) as hard as I could.
16. The child is (setting, sitting) on the steps.
17. Has the bell (rang, rung)?
18. The balloon is (raising, rising).
19. You can't (learn, teach) a lazy boy.
20. (Can, May) I go with you?

124. Test C. Letter Writing

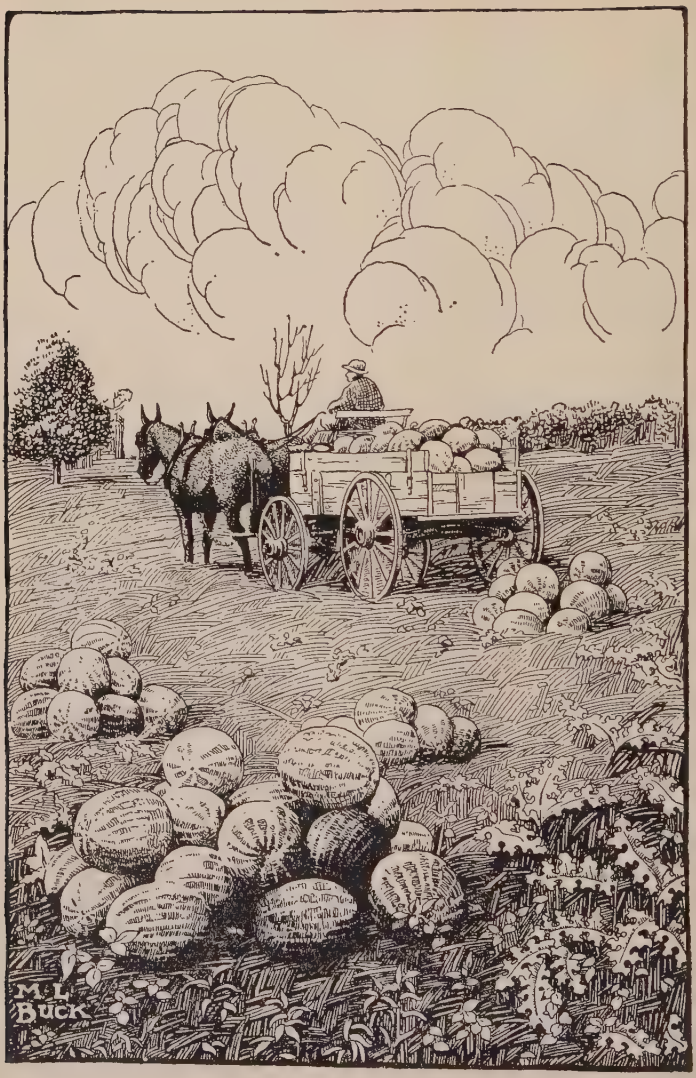
Write a letter using one of the following suggestions:

1. Your aunt has invited you to spend the summer with her. Answer her letter, accepting the invitation. Ask what clothes you will need; whether you should bring your tennis racket and bathing suit; what trains you should take.

2. Your chum and his father have asked you to go on a fishing trip with them. Answer the letter, accepting the invitation. You will need to know where they expect to camp and what you are to take with you in the way of kitchen utensils, blankets, food, and clothing.

3. Write to a friend, inviting him or her to spend the summer with you and your parents at a camp in the mountains. Tell just where the camp is; how your friend must travel to reach it; what clothing or bedding he or she should bring.

This is the last written lesson of the year. Compare it with the one you wrote a year ago. How much have you improved? Save this letter, so that you can refer to it next year.


M. L.
BUCK

PART TWO

125. Telling Vacation Experiences

Did any of you during the summer see a field like the one in this picture? Those of you who live in the city have, perhaps, wondered where watermelons come from. This picture shows a field where they have been growing. In what parts of the United States are watermelons raised?

How large are watermelon vines? Why have the melons been gathered in piles? Where is the man going with the load of melons? What would happen to a melon if it fell off the wagon? Would you eat it? Is the wagon drawn by horses or mules? How much does one have to pay for a melon in the city? Do you think the man will sell those on his load for as much as that? In what kind of cars will the melons be carried from here to the city? What would you do if you owned a melon patch like this one?

You may not have been where you could visit a melon patch this summer, but perhaps you were in some other place in the country where there was just as much fun. You may have enjoyed a week or two at the ocean or by a lake. Perhaps you spent some of your afternoons in the park or at the beach. Even though you stayed at home all summer, you can recall some interesting experience, I am sure.

Oral Composition. Prepare a story to tell the class about one of your summer experiences. Read the rules for oral composition in the checking list, and review Lessons 6, 7, and 8. Do your best in telling the story.

126. Test A. Capitalization and Punctuation

During the summer did you keep up your practice on correct forms of speech? What bad habits did you work hard to get rid of? Since you may have forgotten during vacation some of the rules for correct speaking and writing, let us begin work this fall by taking a few tests.

Test A* is the same test that was given you in Lesson 122 last year. Read the rules in the checking list before taking the test. If you have saved your test paper from last spring, compare it with this paper after it has been corrected. Have you improved? In what way?

127. Test B. Word Forms

Choose the word in parentheses which is correct for each sentence. Write the sentences and check your work.

1. We (done, did) all our work in an hour.
2. The cat is (lying, laying) in the sun.
3. Father sent (to, too, two) books (to, too, two) Henry.
4. I do not know (nothing, anything) about it.
5. She (doesn't, don't) care whether I borrow her book.
6. This pen writes (good, well).
7. Grandmother (sets, sits) in a rocking chair.

*The sentences for dictation may be found in the Manual

8. Did your bread (rise, raise) well?
9. My uncle has (come, came) from New York.
10. Will you go to ride with mother and (I, me)?
11. Have you (written, wrote) to Mary yet?
12. The fire alarm has (rang, rung).
13. I am (teaching, learning) my dog a new trick.
14. Florence and I (was, were) listening to the music.
15. (Those, Them) are mine.
16. She (run, ran) swiftly up the steps.
17. (May, Can) I look at the picture?
18. The (girl's, girls') dress was white.
19. The (girl's, girls') dresses were white.
20. Where (was, were) you when it happened?

128. Test C. Letter Writing

Review Lessons 40, 42, and 44, and read the rules for written form in the checking list. Write a letter using one of the following suggestions:

1. Imagine that you have just returned from a visit to your aunt. Write a "thank-you" letter, telling her how much you enjoyed your visit, describing the trip home, and adding any interesting family news.

2. Write a letter to a friend telling him or her about some one of your vacation experiences.

3. Imagine that you are on a fishing trip with your chum and his father. You have had to camp out several nights and do your own cooking over a camp fire. Write a letter home to your father or mother describing your experiences.

4. Write a letter to one of your former classmates who has moved away during the summer, telling about the opening of school this fall, your studies, and school games.

Write the address for the envelope also. Compare this letter with the one which you wrote at the end of last year.

129. Study of a Poem

Some people say that we ought not to kill birds. Others give what seem to them good reasons for killing them. What do you think? Why? In this poem Longfellow states in a beautiful way some of the arguments on both sides. What are these arguments, and which side does the poet take?

THE BIRDS OF KILLINGWORTH

The thrush that carols at the dawn of day
From the green steeples of the piny wood;
The oriole in the elm; the noisy jay,
Jargoning like a foreigner at his food;
The bluebird balanced on some topmost spray,
Flooding with melody the neighborhood;
Linnet and meadow-lark, and all the throng
That dwell in nests, and have the gift of song.

You slay them all! and wherefore? for the gain
Of a scant handful more or less of wheat,
Or rye, or barley, or some other grain,
Scratched up at random by industrious feet,
Searching for worm or weevil after rain!
Or a few cherries, that are not so sweet
As are the songs these uninvited guests
Sing at their feast with comfortable breasts.

Think of your woods and orchards without birds!
Of empty nests that cling to boughs and beams
As in an idiot's brain remembered words
Hang empty 'mid the cobwebs of his dreams!
Will bleat of flocks or bellowing of herds
Make up for the lost music, when your teams
Drag home the stingy harvest, and no more
The feathered gleaners follow to your door?

What! would you rather see the incessant stir
Of insects in the windrows of the hay,
And hear the locust and the grasshopper
Their melancholy hurdy-gurdies play?
Is this more pleasant to you than the whir
Of meadow-lark, and her sweet roundelay,
Or twitter of little field-fares, as you take
Your nooning in the shade of bush and brake?

HENRY WADSWORTH LONGFELLOW

Read the first four words of the second stanza. What birds does the poet mean by *all?* To answer this question, read the first stanza. The poet says that you will slay *the thrush that carols at the dawn of day.* What other birds does he mention? What does he say about each bird? What does *carols* mean? What are *green steeples?* Describe an oriole. What is meant by *jargoning like a foreigner?* Is this a good description of a jay? Why? What is a *melody?* Does the poet show that he understands the habits and songs of these birds?

Return to the first line of the second stanza, "You slay them all! and wherefore?" What is the mark after

all? Why is it used? What is the mark after *wherefore?* Ask this question in another way. How much grain would the farmers save if there were no birds? What does *scant* mean? What are the birds looking for when they scratch up the grain? What is meant by *industrious feet?* What is a *weevil?* What else would the farmers save if there were no birds? Which are sweeter, the cherries or the songs? Why are the birds called *uninvited guests?* What has made their breasts so *comfortable?* What are the two reasons given for killing birds?

In the last two stanzas Longfellow gives the reasons for letting the birds live,—without them there would be empty nests, there would be no bird songs, and the insects would be so numerous as to destroy the crops. The empty nests will make us sad when we look at them. The bleating of sheep and the bellowing of cattle will not make up for the lost music of the birds. Why will the harvest be *stingy?* What are *gleaners?* What are *feathered* gleaners?

What does *incessant* mean? Why will there be more insects when the birds are gone? What are *windrows?* Why are the sounds of the locusts and the grasshoppers likened to *a melancholy hurdy-gurdy?* What is a *roundelay?* What is meant by *nooning in the shade?* What may you hear as you take your nooning? What are all the reasons given for letting birds live?

Memorize the stanza that you like best.

130.* A Written Debate

What did you learn last year about debates? What must a speaker do in preparing for a debate? Make a list of all the arguments you can think of for killing the birds. Make another list of all the arguments for protecting them.

Prepare a written composition which shall contain three paragraphs. Begin the first paragraph with the sentence, "Some people think that birds should be killed." Then add all the arguments telling why they should be killed. Begin the second paragraph with the sentence, "Others think that birds should be protected," adding all the arguments on that side. Begin the third paragraph with the words, "I think," telling which side you are on and your reasons for your decision.

131. Checking Written Work

Place your written debate for Lesson 130 on the desk in front of you. Then turn to the rules for written form in your checking list. The first rule is: *All words should be spelled correctly.* Read your debate and notice the spelling. If there are any mistakes, correct them according to Rule 8. If you are not sure of the spelling, consult the dictionary. Then read Rule 2. Is your writing plain? If not, copy your debate after you have read the other rules and made all necessary corrections.

If you will form the habit of checking your written work, you will soon find that you can do it rapidly. Checking may seem to be very tedious, but all careful

writers and authors have found it necessary. If *they* check *their* work, boys and girls who are just learning to write will need to check even more carefully.

132.* Story Telling—Introduction, Body, Conclusion

Children of your age should learn to tell stories well. Story telling is one of the best ways of improving your speech, and besides, a good story well told gives pleasure to nearly every one. Anecdotes, or short stories, are especially interesting. After you have read or heard a good story, tell it to yourself until you know it well. This will enable you to remember it and will make it easier for you to repeat it for the entertainment of your family or your friends. Later in the year you will be asked to repeat in class some of the anecdotes you have heard or read.

In telling an anecdote you can generally hold the interest of your hearers better if you keep the "point" of the story, or the joke, until the end. Where is the joke in the following anecdote?

When I was a boy about twelve or fourteen years old, the family with whom I lived bought a new windmill, the first they had ever had. It was before the days of steel mills and towers, and the windmill was made of wood. A couple of mechanics were about the place for several days, building the tower and putting up the mill, and to a farm boy it was a bright spot in an otherwise dull life. During the day I thought of little else, and I dreamed of little else at night. I slept alone in a room in which there was a sewing machine with a boxlike top. At that time I frequently

walked in my sleep, and one night I awoke to find myself at a great height. It seemed unpleasantly cold, for I had on hardly any clothes. I knew that I must be up on the windmill, and I felt about in almost every direction for the tower of the mill, to avoid falling off. Since I was unable to locate it, however, I had to sit very still with nothing to hold on to. After awhile the cold waked me entirely, and then to my surprise I found myself perched on top of the sewing machine.

In the morning I told no one about my adventure for fear of being laughed at.

THE YOUTH'S COMPANION—Adapted

How many paragraphs are there in this anecdote? In the first paragraph of an anecdote we usually tell whom the story is about, and when and where the incident occurred. Who is the chief character in this story? When did the incident take place? Where? That part of a story which mentions the characters, the time, and the place, is called the **introduction.**

What facts are given in the following introduction to a fairy story?

Once upon a time an old witch, who lived all alone in a forest, sat by the open fire cooking her herbs.

Read Lessons 11, 19, 23, and 38, to see whether the characters, the time, and the place are stated in the introduction to each story.

Following the introduction comes the **body** of the story, in which are described the incidents which took place What is related in the body of the anecdote

in today's lesson? The body of the story may be told in one paragraph, as in this anecdote, or, if the story is long, in several paragraphs.

The last paragraph is called the **conclusion.** In this story the conclusion tells how the boy felt after he discovered the joke on himself. There are different sorts of conclusions, but they are all intended to bring the story to a good stopping point. Do the concluding sentences of the stories in Lessons 23, 38, and 83 make good endings? Why?

What are the three parts of a story? What is the purpose of each?

Repeat the story of the windmill to yourself until you know it well. When you go home, tell it to the family; they will enjoy it. Tell it also in class and ask your classmates to correct your mistakes.

133. Story Telling

Think of an amusing anecdote which you have heard or read. Repeat it to yourself until you are sure you can tell it well before the class. What facts shall you give in the introduction? What shall you state in the body of the story? in the conclusion? This is a good time to think over those rules of oral composition which give you the most trouble. Ask your teacher and your classmates to tell you which rules you still need to keep in mind in order to correct your mistakes. Write these rules on a slip of paper and place them in the front of your book. Refer to them often until you have mastered them.

134. Punctuation

Read the punctuation section of your checking list. Write a sentence to illustrate each rule. If you are not sure how you should write any of the sentences, read the lesson referred to by number after the rule. Check your sentences for written form.

135. Capitals

Read the section of your checking list which gives rules for capitals. Write a sentence illustrating each. If you are not sure how to illustrate any of these rules, read the lesson referred to by number after the rule. Check your sentences for written form.

136.* Titles of Books

What is the rule for capitalizing the words in a title? What is the title in the following sentence? What marks of punctuation enclose it?

My favorite book is "Alice in Wonderland."

When used in a sentence, the title of a book, a poem, or a story should be enclosed in quotation marks.

Exercise. Write five sentences, each of which shall contain the title of some book, poem, or story which you know. Check your work.

137.* Paragraphs—The Topic Sentence

You have learned two rules about the paragraph. Let us see if you remember them.

1. Where does the first line of a paragraph begin? If necessary refer to the rules in the checking list.

2. In writing a story from an outline, how can you tell when to begin a new paragraph?

Can you also tell how conversation is paragraphed? Turn to Lessons 38 and 83 and study the way in which they are paragraphed. Look in your reader or some of your story-books for illustrations of paragraphs in conversation.

When pupils have reached the sixth grade they are able to learn more about the writing of paragraphs. One of the new points which we shall study now is the **topic sentence.** To understand what this means, let us read the following debate which was written for Lesson 130. Here is the first paragraph:

Some people believe that birds should be killed. In the first place they eat a great deal of grain which might otherwise be sold for money. This money would enable the farmer to buy many things he wants. Birds often strip trees of their fruit, leaving none for pies or preserving. Then, too, some birds build nests in drain pipes or gutters. The gutters, of course, become stopped up and have to be cleaned out.

What is the *topic* of the paragraph which you have just read? What one sentence tells you what the topic is? Read this sentence. This is called a *topic sentence* because it states what you are going to write about in the paragraph. Very often it is the first sentence in a paragraph. Read the other sentences and notice how they all explain the topic sentence.

Now let us read the second paragraph of the debate.

Others believe that birds should be protected. They are beautiful little creatures and their habits are very interesting. They make people happy with their lovely songs. They also do good by eating the insects or the worms which would otherwise do harm to the farmers' growing crops.

What is the topic of this paragraph? What is the topic sentence? How do the other sentences explain the topic sentence?

Read the last paragraph, state what it is about, and read the topic sentence. How do the other sentences explain the topic sentence?

I think birds should be protected. Although they do eat grain, they also eat insects. If these insects were not killed, they would destroy more grain than the birds do. Birds eat fruit, but we can frighten them away with scarecrows. Even though they do stop up drainpipes, it does not take much time to clean out the pipes. Then, too, birds are beautiful and their songs give us pleasure. They have interesting habits. We should be very lonely without birds.

How have the reasons for killing birds been answered?

Exercise. In class the teacher will ask you to examine several paragraphs which she has selected from your reader or from some other of your school books. Select the topic sentence in each paragraph. Show how the other sentences in the paragraph explain the topic sentence. In the next lesson you will be asked to write paragraphs containing topic sentences.

138. Sticking to the Point.

Suppose the first paragraph in Lesson 137 had been written as follows:

Some people believe that birds should be killed. They eat a great deal of grain which might otherwise be sold for money. This money would enable the farmer to buy many things he wants. Birds are very beautiful. They often strip trees of their fruit, leaving none for pies or preserving. Then, too, some birds build nests in drainpipes or gutters. The gutters, of course, become stopped up and have to be cleaned out.

What is wrong with this paragraph? What sentence has been included which has nothing to do with the topic of the paragraph? It is important that you put nothing into a paragraph that is not related to the topic under discussion.

In writing a paragraph, stick to the point.

Exercise. Prepare a written debate on the following question: *Which is the more desirable pet, a dog or a cat?* In preparing your debate, think of all the arguments you can for each side. Make a list of these arguments.

After deciding which side you will take, write three paragraphs, one stating the good points of a dog, the second stating the good points of a cat, and the third setting forth your own opinion and your reasons for it. Let each paragraph contain a topic sentence.

Read over your debate carefully. Have you stuck to the point in each paragraph?

139. Drill on Troublesome Word Forms

Are the following words and their various forms still making trouble for you? You were asked to learn these forms last year. Let us test your memory. Place a sheet of paper over the two columns at the right. As you read each word in the left-hand column, repeat after it the other two forms of that word. How many forms can you give correctly? Can you say them rapidly?

go	went	have gone
do	did	have done
see	saw	have seen
write	wrote	have written
come	came	have come
ring	rang	have rung
run	ran	have run
lie	lay	have lain
lay	laid	have laid
sit	sat	have sat
set	set	have set
rise	rose	have risen
raise	raised	have raised

What other helping words are there besides *have?* What is the difference in meaning between *lie* and *lay?* between *sit* and *set?* between *rise* and *raise?* Use some form of each of these six words orally in a sentence.

Game. The teacher will appoint two captains, who will choose sides as for a spelling match. When all are ready, the teacher will give out one of the words in the list, say the word *do.* The first pupil on one side will

give quickly three sentences containing the words *do*, *did*, and *done*, as:

I *do* the work. Jack *did* the work.
Jack and I *have done* the work.

If a pupil is unable to use all three forms, or if he uses any one of them incorrectly, a mark is placed against his name. That side wins which has the fewest marks against it when the time is up. When studying your lesson, think of several sentences for each form, so that you will have them in mind when the time comes to play the game.

140. Oral Composition

On the broad, dry plains of the West, haymaking is much easier than in other parts of the United States where it is apt to rain at any time. Everything that western farmers need to do in haymaking, except the cutting of the hay, is shown in this picture.

In making hay the western farmer cuts it with a mowing machine, which is usually drawn by horses or mules. After the hay has lain for some hours, he sweeps it. A sweep is shown at the left in the picture. This sweep has a load collected ready to be placed on the stacker which you see at the right. The sweep has long, straight teeth which run along the ground under the hay in front of the horses. Little by little, as it is drawn along, the sweep collects its load of hay. Then the load is pushed over to the haystacker.

The stacker is worked by a horse, which can be seen in the background. When the sweep deposits its load of hay upon the stacker, the latter is lying on the ground. As the horse is driven away from the stacker, however, the rope which he pulls sets in motion the machinery which raises the stacker together with its load. The picture shows the stacker after it has lifted the hay from one of the sweeps not shown here, and raised it into the air. After the stacker has raised the load, it drops the hay upon the stack. It is spread upon the stack by the man whom you see standing there.

How can horses draw a load which is in front of them? Are these horses in our picture? Look at their ears. What can you tell about mules? How would you like

to ride up with the hay on the stacker, and be dropped on the stack?

Oral Composition. *A.* Do you know how hay is made where you live? Is it made differently from the way described in this lesson? Write down any differences so that you will not forget them. Prepare an oral composition describing haymaking in your section of the country.

B. If you do not know anything about haying, study the picture carefully, and read again the description of haying in this lesson. Be sure that all the details of this description are clear in your mind. Tonight tell your family how hay is made in the West. Perhaps they can explain some points which you do not understand or add something more which is not in the lesson. Be prepared to give your composition in class tomorrow.

141. Singular and Plural Nouns

What is a singular noun? a plural noun? Give an example of each. What rule have you learned for forming the plural of nouns? Write the plural of each of the following nouns:

basket inch nest wish dress fox picture

Exercises. *A.* Rule two columns on your paper, heading one *Singular* and the other *Plural.* Find five singular nouns in the poem in Lesson 129. Write them in the *Singular* column, with the plural form opposite in the other column. Find in the same poem five plural nouns. Write them in the *Plural* column, with the singular form of each opposite in the *Singular* column.

Should *is* and *was* be used with a singular or a plural noun? With which should *are* and *were* be used? State the rules for the use of these words (Lesson 31).

B. Use *is* or *was* correctly in sentences with three of the singular nouns selected in Exercise A. Use *are* or *were* correctly in sentences with three of the plural nouns. Write your sentences and check them.

142. Singular and Plural Pronouns

What is a pronoun? Make a list of all the pronouns you can remember, and divide them into two groups, singular and plural. Of course, the rule about the use of *is* and *was*, *are* and *were*, applies to pronouns as well as to nouns. There is, however, one peculiarity about the pronoun *you*. What is it? (Lesson 31.)

Game. Two pupils, named Herman and Austin, leave the room. They decide on some action to perform in pantomime, after which they return and carry out their pantomime before the class. The other pupils guess what they were pretending to do, as follows:

ONE PUPIL: *Were you* churning?
AUSTIN: No, *we were* not churning.
ANOTHER PUPIL: *Were you* turning the ice cream freezer?
HERMAN: No, *we were* not turning the ice cream freezer.
ANOTHER PUPIL: *Were you* boring a hole in a board?
AUSTIN: Yes, *we were* boring a hole in a board.
TEACHER: Tell us what *you and Herman were* doing, Austin.
AUSTIN: *Herman and I were* boring a hole in a board.
TEACHER: What *were they* doing?
PUPIL: *They were* boring a hole in a board.

Two more pupils leave the room and choose some other action to perform. Here are a few suggestions: spinning tops, embroidering, picking roses or berries, making bread, washing clothes, plowing, shoeing a horse, cleaning the cream separator, pitching hay. Think of several others before you come to class.

143. *Good* and *Well*

How can you tell when you should use the word *well* instead of *good?* If you do not remember the difference in the use of these words, read again Lesson 16. Use each word correctly in a sentence.

Exercise. As you read the following sentences, decide whether each blank should be filled with *good* or *well*. Write the sentences correctly.

1. Harry cannot spell —— because he does not pronounce his words carefully. Neither is Harry a —— writer, because he is too careless.
2. The boys and girls in the orchestra play ——. They are —— players.
3. A —— basketball player has to know —— all the rules of the game.
4. At the circus I saw a horse trained so —— that it could add simple numbers suggested by the audience.
5. I have never learned to skate very ——, because I am afraid.
6. Do as —— as you can every day. In grammar Jack is as —— a scholar as Mary.

144.* Variety of Expression

Every one grows tired of hearing the same words and expressions over and over. Therefore, if you wish to make your conversation so interesting that people will enjoy talking with you, you should try to use as great a variety of words as possible. The word *variety* means "change." Your written work, too, will be much improved if you avoid using the same words and expressions too frequently.

In listening to some one repeat a conversation, have you ever noticed the frequent use of "I said," and "he said," and "she said," until you grew tired of hearing these expressions? There are several other words that may be used in place of *said*; here are some of them:

asked replied inquired answered remarked

Which of these words may be used in asking questions? Which in answering questions?

The following words may also be used in repeating conversation, provided they are suitable in meaning:

called cried whispered shouted

Exercises. *A.* Write each of the nine words listed above in a sentence. Check your sentences. Here is a sentence for the first word:

"Are you going to school?" asked Ralph.

B. Read again the conversation in Lesson 83, and make a list of the words used instead of *said*. Add any other words which may occur to you.

M. L. Buck

145. Imaginary Conversations

A. Prepare an imaginary conversation between the two boys in this picture. You may use *said* a few times, of course, but try to use also some of the words listed in yesterday's lesson. Be ready to repeat this conversation before the class. What would you and your chum talk about if you were in this apple orchard?

B. Imagine a short conversation between yourself and the man on the load of watermelons (Lesson 125). Use other words in place of *said* whenever you can.

In class your teacher may ask you to write on the board one or two sentences from one of these conversations.

146. Oral Composition

You have already learned that, in giving an oral composition before the class, or in telling a story to any audience, a great deal depends on your choice of subject. In the first place, it is unwise to choose a subject which you yourself know little about, for an audience is unlikely to pay good attention to a speaker who does not know his subject.

In the next place, choose a subject which will interest most of your audience.

For instance, if you were an expert aviator, almost any audience would listen attentively while you talked to them about your flying experiences. *You* would know exactly what you were talking about, and *they* would be eager to hear what you had to say.

Select from the following list of subjects the one which you think you can make most interesting to the class, or choose a subject of your own.

1. An Elevator Accident
2. A House Struck by Lightning
3. A Runaway
4. Going Nutting
5. Planning a Picnic
6. An Automobile Accident
7. My Idea of a Good Chum
8. An Exciting Game
9. A Ranch I Have Visited
10. The Work of the Lighthouse Keeper
11. A Railroad Wreck
12. A Hornet's Nest
13. A Hay Ride
14. Tricks I Taught My Dog
15. Dressing the Kittens

Prepare your composition by making an outline and telling the story to yourself. What shall you tell in the introduction? in the body? in the conclusion? Review the rules for oral composition in the checking list. Are there still some which are hard for you to follow? In class do your very best in telling the story. Ask your classmates to criticize your composition. This means that they may tell you the good points of your composition, and also mention ways in which you should try to improve.

147. A Story to Study and a Story to Tell

Were you ever afraid of the dark? Were you ever frightened by a dog? How did you learn to overcome your fear? The following story tells how some sailors were badly frightened by listening to ghost stories. Evidently they had never learned to overcome fear.

A GHOST STORY

One night those of us who had just been relieved from watch on deck, were sitting on the lockers down below telling ghost stories.

It was a dead calm, and one of those intensely dark, hot nights that cause sailors to feel uneasy, without their knowing why. I began to feel so uncomfortable at last, listening to the horrible tales which Tom Lokins was relating to the men, that I slipped away from them with the intention of going on deck. I moved so quietly that no one observed me; besides, every eye was fixed earnestly on Tom, whose deep, low voice was the only sound that broke the stillness.

As I was going very cautiously up the ladder leading to the deck, Tom had reached that part of his story where the ghost was just appearing in a dark churchyard, dressed in white, and coming slowly forward, one step at a time, toward the terrified man who saw it. The men held their breath, and the faces of one or two turned pale as Tom went on with his description, lowering his voice to a hoarse whisper. Just as I put my head up the hatchway, the sheet of one of the sails, which was hanging loose in the still air, passed gently over my head and knocked my hat off.

At any other time I would have thought nothing of this, but Tom's story had thrown me into such an excited and nervous condition that I gave a start, missed my footing, uttered a loud cry, and fell down the ladder right in among the men with a tremendous crash, knocking over two or three oil cans and a tin bread basket in my fall, and upsetting the lantern, so that the place was instantly pitch dark.

I never heard such a howl of terror as these men gave vent to when this misfortune befell me. They rushed upon deck with their hearts in their mouths, tumbling, and peeling the skin off their shins and knuckles in their haste. It was not until they heard the laughter of the watch on deck that they breathed freely, and, joining in the laugh, called themselves fools for being frightened by a ghost story.

I noticed, however, that, for all their pretended indifference, there was not one man among them,—not even Tom Lokins himself, who would go down below to relight the lantern for at least a quarter of an hour afterwards.

R. M. Ballantyne

Where was the scene of this story laid? What is meant by the *watch* on board ship? Where else is the word used in the story? What does it mean there? How could the sailors sit on their lockers? Perhaps the word *locker* as it is used here has a meaning different from the one you are used to. What meanings does the dictionary give?

What kind of night was it? What effect did Tom's stories have on the sailors? What did the writer decide to do? Why? Where did he go? What happened to frighten him? Would he have been afraid if his mind had not been full of ghost stories? Tell what happened when he fell down the ladder. What finally drove away their fears? Have you ever noticed how a hearty laugh will often drive away gloomy thoughts and fears?

Telling a Story. Have you ever had an experience of this sort? Did you ever hear an older person tell of a

similar experience? Have you ever read one in a book or a magazine? Did any one ever play a joke on you that frightened you for a while? Tell the class about one of these experiences, whichever one you think is the most amusing. Do not fail to plan a good introduction and a good conclusion for your story.

148. *Is* and *Are*, *Was* and *Were*

In the sentences given below you are to choose between *is* and *are*, or between *was* and *were*. How can you tell which is correct? Write the sentences correctly. Be ready to explain in class why you chose the word you did in each sentence.

1. I believe some thieves (was, were) in the chicken yard.
2. The chickens (were, was) making a great deal of noise.
3. The girls (is, are) learning to write on the typewriter.
4. I think typewriters (are, is) very convenient.
5. My sisters (is, are) both able to use a typewriter.
6. Some typewriters (are, is) more expensive than others.
7. I thought you (was, were) learning to use a typewriter.
8. The boys and girls (was, were) going on a picnic.
9. They (was, were) tired when night came.
10. The lights in the park (were, was) all out.
11. (Was, Were) you surprised by the storm?

149. A Review of the Forms of Letter Writing

Can you answer correctly every one of the following questions? If so, your teacher may be sure that you have learned pretty thoroughly the forms of letter writing. If you are in doubt about the answer to any question, refer to Lesson 42.

1. What is the *heading?* Why is it used in a letter? What marks of punctuation are used in a heading? Where are capitals used? Write the heading which you would use in writing a letter if you lived in a city; in a village; in the country.

2. What is the *salutation?* How is it punctuated and capitalized? Write six salutations, two of which are suitable for business letters.

3. What is the *body* of the letter? What should be included in the body of a friendly letter? How does the body of a friendly letter differ from that of a business letter?

4. What is the *complimentary close?* Write a complimentary close to correspond to each of the six salutations which you have written.

5. Why is the *signature* written? How may a boy abbreviate his name? How may a girl write hers? What signature would you use with each complimentary close which you have just written?

6. What is the *address?* Why should one be especially particular in writing the address on the envelope? Write the address for a letter which you would send to some one in a city; in a village; in the country. In a business letter, where else does the address appear?

The Return Address. Have you ever noticed that business houses often have their own addresses printed in the upper left-hand corner of their envelopes? A business letter may be of great importance, in which case it is necessary for the sender to know whether or not it is delivered. If the address of the sender is on the outside of the envelope, the post office will return the letter to him, provided it cannot be delivered, instead of sending it to the Dead Letter Office.

The return address may be placed on a friendly letter also, if one wishes. In the case of a friendly letter, it may be written on the front of the envelope in the upper left-hand corner, or across the flap on the back.

150. Writing a Friendly Letter

The following story was published not long ago in *The Youth's Companion*. What do you think of this boy's ability as a letter writer?

A boy of ten who had been sent away from home to a boarding school, was told by his parents to write long letters home, containing all the news about himself, his chums, and his school. Among other letters he sent the following:

My dear Father and Mother:

Do you know that salt is made of two deadly poisons?

Your loving son,

John

Write a friendly letter to some boy or girl who is ill. If one of your classmates is kept at home on account of illness, he or she will enjoy receiving a letter from you. I am sure you can write one which will be somewhat longer than that of the boy in the story. What questions shall you ask in your letter? Of course, your friend will want to hear what you and your playmates are doing. On the other hand, you must be tactful and not make your friend feel unhappy by reminding him too strongly of all the fun he is missing. If you do not know any one who is ill, write to an imaginary person.

Check your letter carefully for the form of the heading, salutation, etc., also for spelling and punctuation in the body of the letter. Rewrite the letter if necessary.

151. Writing a Business Letter

Write a business letter to a school-supply house, ordering six boxes of blackboard crayon for your school. Be sure to state exactly the kind of crayon wanted. Check the letter carefully. Rule a rectangle on your paper to represent the envelope, write the address, and also your return address.

152. A Review of the Use of Commas

Write two sentences illustrating each rule in your checking list for the use of commas.

Find elsewhere in this book one sentence illustrating each of these rules. Copy these sentences. In class your teacher may call upon you to write the sentences on the board and state the rule which each illustrates.

153. A Written Debate

Imagine that you have been asked to spend a summer vacation in the mountains. What sort of fun shall you plan for? If the mountains are not too high and rugged, of course there is mountain climbing. What other sports are there? Remember that in many mountainous districts there are not only patches of deep woods, but also lovely lakes and streams. Make a list of all the mountain sports that you can possibly think of.

Now imagine that you have been invited to the seaside for a summer vacation. What are the advantages of being at the ocean in the summer? Make a list of all the sports which you can enjoy there. Decide which invitation you prefer to accept, and why you prefer it.

Prepare a written debate of three paragraphs, following the plan suggested in Lesson 130. What shall you write for a topic sentence in each paragraph? Do not forget the rule about sticking to the point.

154. A Formal Debate

Sometimes the subject for a debate is stated formally like this:

Resolved, That in summer there is more fun in the mountains than by the ocean.

Those who prefer a summer in the mountains are said to be on the *affirmative* side of the question. If the resolution is put to a vote, all who prefer a summer in

the mountains will vote "Yes," and are said *to vote in the affirmative.*

Those who prefer a summer by the ocean are said to be on the *negative* side of the question. They will vote "No" on this question, or, in other words, will *vote in the negative.* On which side shall you vote?

Let us state the subject the other way:

Resolved, That in summer there is more fun by the ocean than in the mountains.

Which is the affirmative side now? the negative? On which shall you vote now?

Be ready to debate the following question in class:

Resolved, That a pony is of more use to a boy or a girl of ten than a bicycle.

Decide whether you will take the affirmative or the negative side, and think over all the arguments you can for that side. After the debate is over, take a class vote as to which side had the better arguments.

155. *It Was I, It Was He*

Repeat the following from left to right rapidly ten times:

It is I.	It is he.	It is she.	It is we.	It is they.
It was I.	It was he.	It was she.	It was we.	It was they.

Read the following sentences, filling each blank correctly with a pronoun. Some blanks may be filled correctly with two or three different pronouns. Complete each sentence in as many different ways as possible.

1. This is my friend. This is ——.
2. Who knocked at the door? It was ——.
3. Who called? It was ——.
4. It was —— boys who mowed the lawn.
5. It was —— who picked the fruit.
6. It was those boys who sold papers. It was ——.
7. The little girl picked the flowers. It was ——.
8. It was —— who read the story to the class.
9. It was —— girls who made the highest grades.
10. It was Don who had to sell his pet rabbits. It was ——.

156. Double Negatives

What word in the following sentence is called a *negative?*

"Fail not to return home when your search for happiness is ended," said the old man.

Name as many other negatives as you can. What is the rule about *double negatives?* Review Lesson 49.

Exercise. Write each of the following sentences correctly in two different ways. For instance, the first sentence may be written:

Wasn't anybody at home? Was nobody at home?

1. (Wasn't, Was) (nobody, anybody) at home?
2. I knocked but there (was, wasn't) (any, no) answer.
3. (Won't, Will) you do (nothing, anything) about it?
4. (Can't, Can) you see (nobody, anybody)?
5. I (did, didn't do) (nothing, anything).
6. I (have, haven't) (none, any).
7. I (am, am not) doing (nothing, anything).

8. You (need, need not) hurt (no, any) one.
9. We (see, don't see) (nobody, anybody).
10. I (haven't, have) done (nothing, anything) to hurt her feelings.

157. Dictionary Drill

In order to increase your skill in using the dictionary, let us have a speed contest between the boys and the girls. All dictionaries should be closed. As the teacher pronounces a word, the dictionaries are opened. As soon as you have found the word, notice the number of the page on which it occurs, and hold up your hand. The teacher will ask the first pupil who raises his hand to give the number of the page. She will have two columns ruled on the blackboard, one headed *Boys*, and the other *Girls*. If the first one to find the word is a boy, she will write his name in the column headed *Boys* and the number of seconds it took him to find the word. If a girl succeeds in finding it first, the teacher will write her name and the length of time in the *Girls* column.

The contest closes after ten words have been given out. That side wins which is first in finding the given words the greatest number of times.

To prepare for this contest, arrange to sit in pairs or in groups, in order to give out words to one another. Or, if your teacher prefers to have you study alone, select ten words from one of your reading lessons, and time yourself on finding them in the dictionary.

158. Telling Anecdotes

A good story-teller, you will remember, always keeps the point of the story, or the joke, until the very end. In this way he keeps up the curiosity of his audience as to how the story is coming out, the point comes as a complete surprise, and generally a hearty laugh follows. What is the surprise in the following anecdote?

ENCOURAGING THE CAT

Outside a dog was barking shrilly, and at frequent intervals an excited voice was shouting, "Sic 'em, sic 'em!"

When Mrs. Brown opened the door, she saw a small but lively black and tan dog alternately barking and digging under a large box, while Jimmy, a mischievous small boy who lived in the block, was jumping around and urging him on.

The cause of the excitement, Mrs. Brown soon learned, was a forlorn-looking little kitten which had taken refuge in the box. "Why, Jimmy!" she cried, "you must not do that; it is very wrong! I am surprised at you. You must not set the dog on the kitty."

Jimmy straightened like a flash; he was neither frightened nor ashamed. "No'm, I'm not," he replied. "I am saying 'sic 'em' to the cat."

THE YOUTH'S COMPANION

Jimmy was certainly quick-witted, but what do you really think of his reply to Mrs. Brown?

Oral Composition. Early in the year you were asked to be on the lookout for funny stories and anecdotes. No doubt you already have several saved up. Prepare

to tell in class the one which you think will prove most amusing. What are you planning to say in the introduction? in the body? in the conclusion?

Perhaps the class will not be so much amused by your story as you expect. If so, where do you think the fault lies—in the story itself, or in your way of telling it? In any case, do not be discouraged; you may succeed better next time.

159. An Original Anecdote

Today we are going to give you a list of titles, and let you choose the one which you think suggests the most amusing story. Here are the titles:

1. An April Fool Trick
2. A Joke on Me
3. An Unlucky Moment
4. Why Every One Laughed
5. Caught in the Act
6. When a Fellow Needs a Friend

Plan your story carefully and then write it. Be sure to have a good conclusion. Your teacher will have some of the stories read in class.

160.* *Rode—Ridden*

Here is one more word to add to the list given in Lesson 139. Learn its forms:

ride rode have ridden

I can *ride* the pony.
I *rode* the pony.
I *have ridden* the pony.

Write three sentences like those above about each of the following:

riding a horse
a monkey riding a camel
a man riding an elephant
a boy riding a bicycle
riding in a boat
children riding on a hay wagon
riding in an automobile
riding on a train
riding on a ferris wheel
riding in an airplane

161. Careful Pronunciation

Pronounce the following words slowly several times.

attacked	and	hold	close
drowned	told	across	most
used	asked	once	often

Are you in the habit of saying any of them carelessly? Which ones? From now on, do everything you can to break these habits. Use each word orally in a sentence.

162. Writing a Description of a Person

Can you tell who is the person described in this story?

Be pleased to take a sketch of my figure, as follows:

I had a great, high, shapeless cap, made of goat's skin, with a flap hanging down behind, as well to keep the sun from me as to shoot the rain off from running into my neck; nothing being so hurtful in these climates as the rain upon the flesh under the clothes.

I had a short jacket of goat's skin, the skirts coming down halfway to my knees, and a pair of open-kneed breeches of the same. The breeches were made of the skin of an old goat, the hair of which hung down such a length on either side that it reached to the middle of my legs. Stockings and shoes I had none, but had made me a pair of somethings,

I scarce knew what to call them, like buskins, to flap over my legs, and lace on either side like spatterdashes. They were of a most barbarous shape, as indeed were all the rest of my clothes.

I had on a broad belt of goat's skin dried, which I drew together with two thongs of the same, instead of buckles. In a kind **of frog on** either side of this, instead of a sword and dagger, hung a little saw and a hatchet, one on one side, one on the other. I had another belt not so broad, and fastened in the same manner, which hung over my shoulder. At the end of it, under my left arm, hung two pouches, both made of goat's skin, too, in one of which hung my powder, in the other my shot.

At my back I carried my basket, on my shoulder my gun, and over my head a great clumsy, ugly, goatskin umbrella, but which, after all, was the most necessary thing I had about me next to my gun.

As for my face, the color of it was really not so mulatto-like as one might expect from a man not at all careful of it, and living within nine or ten degrees of the equator. My beard I had once suffered to grow till it was about a quarter of a yard long; but as I had both scissors and razors sufficient, I had cut it pretty short, except what grew on my upper lip, which I had trimmed into a large pair of whiskers, such as I had seen worn by some Turks at Salee. Of these moustachios, or whiskers, I will not say they were long enough to hang my hat upon them, but they were of a length and shape monstrous enough, and such as at home would have passed for frightful.

DANIEL DEFOE

What was the name of the man who has just been

described? Why was he obliged to dress in this fashion? What else can you remember about his story?

How many paragraphs are there in this description? What is described in the first paragraph? in each of the others? Refer to the dictionary for any words which you cannot understand or pronounce.

Written Composition. Write a description of one of your classmates. Observe him or her closely so as to be able to describe accurately the figure, the hair, the eyes, the face, and the dress. A thoughtful person will not, of course, include anything which will hurt another's feelings. After you have read your composition aloud in class, ask your classmates to guess whom you have described.

163.* Including Interesting Details in Stories

Let us suppose the description in yesterday's lesson had been written as follows:

I wore a cap which had a flap behind to keep off both sun and rain. My jacket and breeches were made of goat's skin. I had no stockings or shoes but had made something to cover my legs. I carried a saw and hatchet in one belt and some powder and shot in the other. I carried a basket and a gun and held an umbrella over my head. My face was somewhat sunburned. I had trimmed my beard but had allowed my mustaches to grow long.

Which is the more interesting to read, the paragraph above, or the longer description in Lesson 162? Which gives you the better picture of the man's cap,—"I

wore a cap," or, "I had a great, high, shapeless cap made of goat's skin"?

Two girls once wrote compositions on the same subject. One commenced hers by saying, "A boy came up the road." The other began her composition with the sentence, "A ragged little boy came singing up the road." Which one of those compositions do you suppose the class was the more interested to hear?

Any story or description will be dull and lifeless if nothing is told except the bare facts. When we read "a ragged little boy," we immediately have a very clear mental picture of that boy, and the further detail that he is "singing" makes us feel sure that in spite of his rags he is happy and contented. From now on, try to improve your compositions, both oral and written, by including just as many interesting details as possible.

Exercises. *A.* Rewrite the following sentences, in each case adding several details. If you wish, you may write two or three sentences in place of any one of those given here.

1. David entered his bedroom.
2. Robinson Crusoe wore a jacket.
3. I was on a windmill.
4. The dog barked at the tramp.

B. Read again the story in Lesson 147, and make a list of the details which give you a clear mental picture of what happened after the writer fell down the ladder into the cabin.

164.* Variety of Expression

To add variety to what we say, we may use different words to express the same meaning. Robinson Crusoe said, "Be pleased to take a sketch of my figure as follows." This might have been expressed in several other ways:

If you had been present, you would have seen a man dressed like this.
Let me give you a picture of myself.
I was dressed in this manner.

Exercise. Write each of the following sentences in two other ways:

1. I had suffered my beard to grow a yard long.
2. Of stockings and shoes I had none.
3. My face was not so dark as one might expect.
4. My cap kept the rain from shooting down my neck.

165. Quotations

What are direct quotations? What is the direct quotation in the first sentence in the exercise below? Where should quotation marks be placed? What other mark of punctuation is needed between the quotation and the rest of the sentence? Answer these same questions for each of the other sentences. Write these sentences, punctuating them correctly.

1. May replied I have lost the excuse mother wrote for me.
2. If you work hard today, you may go to the football game tomorrow said father.

3. Don't be frightened, grandma, for I can take care of you cried William.
4. Is it snowing asked Janet.
5. Is this all we can have to eat grumbled Jack.
6. Now we can throw snowballs shouted the boys in glee.
7. I wish that you would lend me a pencil whispered Ruth.
8. Father gave me a watch for a birthday present said Robert.
9. Owen said Boys, I can tell Benjamin Franklin's story about the whistle.
10. Do you know how to skate asked Helen.

166.* *Burst—Draw—Break—Throw*

Learn the following forms:

burst	burst	have burst
break	broke	have broken
draw	drew	have drawn
throw	threw	have thrown

Burst. One often hears such expressions as, "My pencil is *busted*." This sentence is incorrect for two reasons: First, there is no such word as *busted*, therefore it should never be used. Second, the word *burst* cannot be correctly used in this sentence, since *burst* means "to open suddenly." It is correct to say, "The ice burst the pitcher," or, "The balloon burst." Pencils do not burst, however; they *break*. Therefore, the word *burst* can be properly used only with the meaning given above.

Break. Which form is the one to use with helping words? Always say *is broken, was broken, have broken,* etc., and never *is broke.*

Draw. The chief trouble with this word is that people sometimes use the form *drawed.* There is no such word.

Throw. Never use the form *throwed.* Say either, "He *threw* it away," or "He *has thrown* it away." Be careful, too, not to use *threw* with a helping word.

Exercise. 1. Write three sentences, each using the word *burst* correctly.

2. Use *broke* correctly in three different sentences. Write three sentences containing *broken,* using a different helping word in each sentence.

3. Write two sentences for each of the following: *drew, drawn, threw, thrown.* What different meanings has the word *draw?* Let your sentences show this difference in meaning.

167.* Giving Directions

It often happens that a stranger in a town or city will stop a group of school children in order to inquire the way. He may wish to know how to find the railroad station, or the library, or, if it is in the country, which road to take in order to reach another village. Many grown people are unable to give directions clearly, but it is really important that every one should know how to do so.

In the first place, if you do not know the way, say

politely to the stranger that you are not sure, and tell him, if you can, where he can get the information. It is unkind to give wrong directions, because it puts the stranger to unnecessary trouble.

In giving directions, be sure to mention in the proper order all the streets and turns which one must take to reach the desired place. Imagine that you are going to the place yourself, tell which street to take first, when to turn and whether to the left or right, and so on. Mention any large or striking objects or street signs on the way. If it is necessary to take a street car, describe the car and state in which direction it should be going. For example, the directions for going from the house of one of the authors to the park are as follows:

Walk three blocks to the south till you come to the car line. Take any car, except Number 60, going to your right. Ask the conductor to let you off at Aylesboro Avenue. You can see the park entrance when you get off.

Oral Exercise. Imagine that a stranger met you just as you were leaving the school grounds and inquired the way to the post office. Think carefully just how you would direct the stranger.

How would you direct a stranger to each of the following places?

1. From your schoolhouse to the library
2. From your home to the schoolhouse
3. From the library to the town hall or city hall
4. From your house to some well-known store
5. From the post office to some park or playground

Written Exercise. Write a letter to a friend asking him or her to visit you. In the letter tell him how to reach your home from the station, should you not be able to meet him. Or, if the friend is to come in an automobile, tell him how to drive to your home from the nearest town or from some well-known or easily found place in your own town.

168. Sentence Building

Join each group of words in the first column with one of the groups in the second column so as to form complete sentences. Write the sentences.

1. The boy is lying	1. anything.
2. I said	2. have burst into bloom.
3. I did not say	3. ridden far today.
4. The almond trees	4. have studied my lesson.
5. No boy ever amounted	5. busy to go.
6. I have not	6. no such thing.
7. I am too	7. on the grass.
8. I did not do	8. threw a curve.
9. I ought to	9. any such thing.
10. The baseball pitcher	10. to anything who did not work.

Careful Pronunciation. Pronounce these words slowly and carefully several times. Do you make any mistakes in pronouncing any of them?

arithmetic	physiology	literature	agriculture
geography	reading	spelling	sewing
history	writing	hygiene	cooking

169. Dictionary Study

This story about the lion and the man contains several words the meaning of which you may not know. Find each of these words in the dictionary, and select the correct meaning for the word as it is used in this story.

THE MAN AND THE LION

As a man and a lion were traveling together through the forest, each boasted to the other of his superior strength and prowess. While disputing, they passed a statue, carved in stone, representing a lion strangled by a man. The traveler pointed to it and said, "See there! How our strength conquers even the king of beasts!" The lion replied, "One of you men created that statue. If we lions could erect statues, you would see the man lying under the paw of the lion."

ÆSOP

What is the difference in meaning between *boasted* and *talked?* between *strength* and *prowess?* between *conquers* and *defeats?* between *erect* and *make?* between *disputing* and *quarreling?*

Rewrite this story, substituting for the difficult words simpler ones, such as a fourth-grade child could understand. Ask your teacher to select the story which is best expressed in simple language, and have it read in the fourth-grade class.

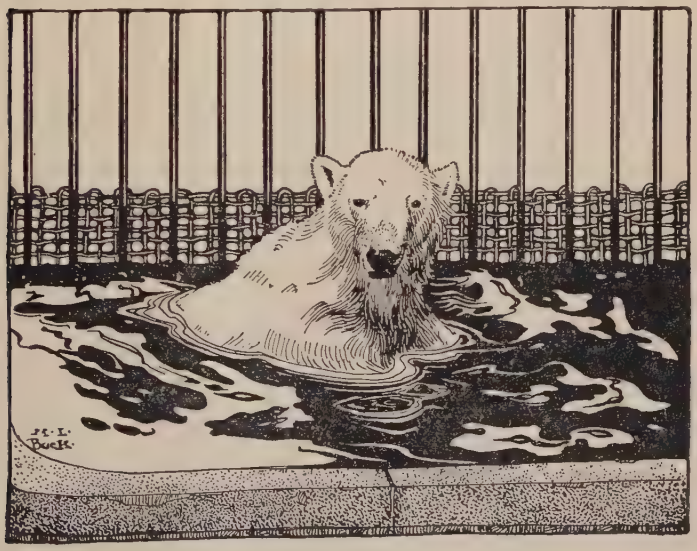
170. A Written Description of a Wild Animal

The picture shows a polar bear in its cage at the Zoo. The following article describes the habits of the polar bear when living wild in its own country. After reading

the selection and studying the picture, tell all you can, first about the appearance of the bear, and then about its habits. Look up the meaning of any difficult words.

THE POLAR BEAR

It is a great pleasure to see a polar bear in his cage at the Zoo. The tall, flat-sided stranger is homesick, I know. His



attitude expresses dejection as he weaves back and forth, swaying his head from side to side. He must be uncomfortable in our warm climate, though white is the coolest color he could put on. The keeper says he is not unhappy, and that he enjoys his plunge in the pool quite as much as if it had a block of ice in it. Do you believe the man knows?

What are the lonesome polar bear's brothers about, up around the ice-bound borders of the Arctic seas? When it is June in New York the sun must be giving the Esquimos their brief summer—the sun is visible day and night, near the horizon. The ground is free from snow in patches, and here are moss and grasses and berries of strange kinds. The ice melts back toward the polar regions, and open water lies between the islands, which are lost from sight most of the year under the ice fields.

The polar bears are out. They are happy to explore the bare spots of ground for roots, moss, and berries. Eagerly they crop the grass. The young ones, with their mother, are still babies, but she takes them with her. They nibble as she does, and like the green things.

By the edge of the sea the young seals sun themselves on the rocks, and here young walruses come out of the water. The polar bear is skilled in the capture of both. They are the prey that furnish her with food for herself and her young. If she cannot get to them quickly enough, she takes to the water, swims out a little distance, then attacks them under water as they think they are plunging to safety. Salmon are her prey, also; she is a skilled and patient fisherman.

The sea throws a good deal of food on shore for the bears. Dead herring and other fish sometimes drift ashore in quantities, as if especially for polar bears.

When snows begin to cover the ground in deep drifts, the fat bear lies down and lets it cover her over. Her warmth keeps an open space around her, and a chimney above her steams with her breath. Here she is utterly indifferent to events outside, utterly content to stay where she is. And here the two tiny cubs are born. By spring they are frisky

and strong. Their mother scrambles out of the melting ice house and they scramble after her. Plenty of fish they find where the water laps the melting shore line. Birds are abundant. Hunting and fishing are rare sports for young polar bears. They learn quickly to float and to swim under water, and to lie still on a cake of ice when in danger of being seen by an enemy.

JULIA ELLEN ROGERS

Written Composition. Of all the wild animals you know, including birds and insects, which do you think have the most curious or interesting habits? Choose for the subject of a written composition the one which you feel you can describe the best. Write two paragraphs, the first describing the appearance of the animal, the second telling about its habits. Use topic sentences at the beginning of each paragraph, and add as many interesting details as you can. Do not mention the name of the animal in your composition. If you read your composition aloud in class, see whether your classmates can tell what animal you are describing.

171. Review of Troublesome Forms

Choose the correct word in parentheses in each sentence, and write the sentences. Give the reason for your choice in each case.

1. My father (doesn't, don't) like candy.
2. I like it when (its, it's) homemade.
3. When he and his brothers (were, was) young, they didn't have candy.

4. No, I haven't had (any, none) yet.
5. But it doesn't make (no, any) difference to me.
6. Charles did not say (nothing, anything) about going away.
7. I must go to the market (four, for) my mother.
8. She wants (for, four) heads of lettuce.
9. I like (to, too, two) go (two, too, to) market on Saturday.
10. Sometimes the fruit man gives me (too, to, two) apples.
11. The woman who sells flowers gave me a bouquet (to, two, too).
12. She says the flowers (is, are) hard to keep in summer.

172. Stories of Loyalty

What is meant by *loyalty?* What would a loyal person do for a friend in trouble? What would a disloyal person do? Was the friend in this fable loyal or disloyal?

THE BEAR AND THE TRAVELERS

Two friends, who were traveling together on the same road, met a bear. In great fear, without thinking of his companion, one climbed up into a tree and hid himself. The other, realizing that he had no chance alone against the bear, threw himself on the ground and pretended to be dead; for he knew that the bear would not touch a dead person. As he lay there, the bear came up to his head, and sniffed at his nose, ears, and heart; but the man held his breath as if dead and the beast in delusion walked away.

When the bear was out of sight, the companion came down out of the tree and asked, "What was it the bear whispered to you? I saw him put his mouth very close to your ear."

"Why," replied the other, "it was no secret. He only cautioned me about keeping company with those who, in difficulty, leave their friends in the lurch."

ÆSOP

What lesson does this fable teach? How can a boy or girl be loyal to a chum? How are boys or girls sometimes disloyal to a chum? Recall the story of some person who was loyal to his country. What did he do? If a person is disloyal to his country, he is called a traitor. Do you know the story of any such person? Tell it. What can you do to be loyal to your country? How can you be loyal to your school? to your family? to your community?

Oral Composition. Prepare an oral composition telling how you can be loyal to your friends, to your school, and to your country.

173. Writing a Fable

Imagine that you have been asked to tell some nine-year-old child a fable which will teach the lesson of loyalty. What animals shall you choose for the characters in your fable? What is the scene of the story? What happens to one of the characters? Is his friend loyal or disloyal? Introduce some conversation into the story. Have a good conclusion and, at the end, tell what lesson the story teaches. After telling the story to yourself, write it and check your work. Perhaps the two or three pupils who have written the best fables will be asked to read them to the third-grade class.

174. Review of *Ride* and *Draw*

Which form of *ride* requires a helping word? Name as many helping words as you can. Choose the correct word for each of the sentences below. Explain to yourself the reason for your choice in each case. Write the sentences correctly and check your work.

1. He had (rode, ridden) half the night.
2. The campers have (rode, ridden) to the foot of the mountain.
3. I have (ridden, rode) the pony several times.
4. I wish John could have (rode, ridden) with us yesterday.
5. I have often (rode, ridden) on a merry-go-round.
6. Do you know that Jim has (rode, ridden) with his uncle in an airplane?
7. I would have enjoyed it if I could have (ridden, rode) with you.

What are the forms of *draw?* What mistake are people apt to make with this word? See Lesson 166. Write the following sentences, filling each blank with the correct form of *draw*:

1. The soldier —— his sword from the scabbard.
2. My teacher has often —— the cleverest pictures on the board.
3. I think I could have —— that better.
4. Elizabeth has —— a picture of my mother.
5. Polly —— the water from the well.
6. We have each —— a picture of our house.

7. I saw the man who —— the best picture of the president.
8. He —— a box from beneath the floor.

175. Variety of Expression

Review Lesson 144. Express the thought in each of the following sentences in at least two other ways:

1. When the bear was out of sight, the companion climbed down the tree.
2. He cautioned me about keeping company with those who leave their friends in the lurch.
3. Polar bears travel far out to sea on cakes of ice.
4. The bear's attitude expresses dejection as he weaves back and forth in his cage.

176. The Comma in a Series

Give orally a sentence containing words *in a series*. What is the rule for the use of commas in a series? If you do not remember, find the rule in the checking list. Where should commas be placed in each of the following sentences? Write the sentences correctly and check your work.

1. Butter sugar eggs milk flour and baking powder are used to make a cake.
2. I like chocolates taffy and peppermints.
3. Some boys can make sleds coasters benches tables and picture frames.
4. Some girls can sing cook and sew.
5. My favorite games are basket ball tennis baseball and football.

177. Including Interesting Details

What have you read about buffaloes? Where was the original home of the buffalo? Where do they live now? Why are there so few now compared to the numbers which used to roam over the plains? If you have seen a real buffalo, tell the class all about it. If not, describe the buffalo as well as you can from pictures you have seen.

You will be interested in this account of a buffalo stampede, such as often happened on the western plains fifty years ago.

As we rode along, we noticed from time to time many small, black objects looming up in the distance and as often feared they might prove to be a band of hostile Indians. In a short time, however, the objects became plainer, when it was seen that they were great herds of buffalo numbering many thousand head slowly moving northward. The prairie was literally dotted with the huge forms of these noble animals almost as far as the eye could see. When we drew nearer to them, we saw that the larger herd was separated into many smaller ones, with the bulls of each group on the outside of their own flock. Thus they grazed slowly moving.

Since they were traveling away from us, the men in our party thought that we should be able to pass them without alarm. During the afternoon a stray buffalo heifer was shot by one of our advance guards. We were about to stop on the banks of a stream for supper when one of the buffalo herds, a mile in the distance, reached a swell on the undulating prairie. From this elevation some of the more advanced cows noticed us. The cows are always most

watchful and are, as a rule, the first to notice approaching danger.

Presently the bulls began to roar and the cows to bellow. Then they took fright and started in one mad rush toward us, bringing all the others with them as they passed through their ranks. The herds gathered together into one great mass and, as they ran, the bulls of the smaller bands gradually worked themselves to the outside. On and on they came in their wild stampede! Thousands upon thousands of these big, awkward animals with their clumsy, lumbering gallop and their great, shaggy manes and heads lowered in most ferocious attitude, snorting and bellowing amidst a tremendous cloud of dust, were sweeping down upon our defenseless little party of twenty-seven men, women, and children.

It seemed as if the animals would shortly trample us to death in their frenzied flight. Most of the men were yelling at the frightened, plunging horses and oxen, and the children were screaming while their mothers prayed. Above it all rose the commanding voice of my father as he ordered those who were armed to shoot at the animals in the hope of saving our lives when the herd was almost upon us. As they approached, we repeatedly shot into the leading portion of the mass. The advancing animals separated and passed on either side of us, leaped across the stream, and galloped on over the prairie. Within a half hour they had passed by leaving us frightened and dirty but unharmed.

When we came upon the divide, we saw in the distance the great herd quietly feeding until darkness shut them from our view.

RUTH A. COOK

Let us write the first paragraph in this way:

We saw some objects which later proved to be buffaloes. They were divided into herds, eating as they moved along.

Now read the first paragraph of the selection again. What details are given there which have been omitted from the paragraph above? Read the third and fourth paragraphs again and make a list of the details which help to make the description of the stampede exciting. What words express fright? What words show how great was the danger? Who was not afraid? What words tell you this?

Oral Composition. Prepare an oral description of the buffalo stampede, using as many as possible of the expressions found in the text, such as *looming up*, *lumbering gallop*, *shaggy manes*, *ferocious attitudes*.

Write an account of some exciting event which you have seen—a fire, perhaps, or an automobile accident—including as many interesting details as possible.

Careful Pronunciation. Pronounce each of the following words slowly, taking care to say the *th* carefully each time. Then pronounce each word rapidly ten times. Use each word orally in a sentence.

this	them	breath	cloth
they	with	health	length
there	height	breadth	through

178. A Written Debate

Which are the more useful—automobiles or railroads? Make a list of all the advantages which an automobile

has over a railroad. Make a list of all the advantages which a railroad has over automobiles. Which side has the more arguments in its favor? Let us state the question in the following way:

Resolved, That automobiles are more useful than railroads.

Which side do you favor—the *affirmative*, or the *negative?*

Write a composition of three paragraphs, one stating the arguments for the affirmative, the next stating the arguments for the negative, and the last giving your own opinion. Have you used topic sentences?

In class you may have an oral debate on this question. After you have listened to the arguments of your classmates, you may wish to change your mind and take the other side. Whether you have changed your opinion or not, rewrite your composition, correcting any mistakes and adding any new arguments brought out by the debate.

179. Stories about Truthfulness

THE SHEPHERD-BOY WHO CRIED "WOLF"

While tending his flock near a village, a shepherd-boy used to pass the time away by crying in sport, "Wolf! Wolf!" Several times the whole village ran out to help him, only to be laughed at for their good intentions. Finally, one day the wolf really did come, and then the boy cried, "Wolf! Wolf!" in earnest. But thinking that he was only playing his old trick, the villagers did not heed his cries, and the

wolf devoured the sheep. As a result, the boy learned too late that liars are not believed even when they tell the truth.

ÆSOP

Why was the boy not believed when he told the truth?

If you tell the truth, what unpleasant effects may sometimes follow? Give some examples of losing some pleasure because the truth was told. Do boys ever escape punishment by lying? Illustrate.

Write a composition which a first-grade child could understand, explaining why he should tell the truth.

180. Double Negatives

Join each group of words in the first column with one of the groups in the second column, so as to form a complete sentence. Beware of double negatives!

1.	I have	1.	any money.
2.	There aren't	2.	no money.
3.	My dog has	3.	any birds' eggs.
4.	June couldn't find	4.	any pumpkins in our patch.
5.	I haven't	5.	no pumpkins in our patch.
6.	John caught	6.	had any meat.
7.	My dog hasn't	7.	had no meat.
8.	June found	8.	no fish.
9.	John didn't catch	9.	any fish.
10.	There are	10.	no birds' eggs.

181. Telling Anecdotes

What anecdotes and jokes have you heard lately? Are you forming the habit of remembering those that you think are particularly good? I like this one; do you?

BOTH ENDS MISSING

An absent-minded man went into a store to buy a jar. He saw one that was turned upside down and cried, "How absurd! the jar has no mouth."

Turning it over, he was once more astonished. "Why, the bottom's gone, too!" he exclaimed.

THE YOUTH'S COMPANION

Prepare one of your anecdotes for the class by telling it to yourself two or three times. Have you a good introduction and conclusion?

182. The Apostrophe—Contractions

In writing a contraction, where is the apostrophe placed?

Write the following expressions in one column; opposite each in another column, write its contraction. How can you tell when to write *it's* and when *its?* Write sentences illustrating the use of *doesn't* and *don't.*

it is	you will
you are	I will
she is	he will
they are	would not
do not	could not
does not	are not
has not	cannot

183. The Apostrophe—Possessive Nouns

What is added to a singular noun to show possession? If a plural noun ends in *s*, what must be added to show possession? If it does not end in *s?*

Using the following suggestions, write sentences each of which shall contain a possessive noun:

1. A book that belongs to one boy
2. Books that belong to two boys
3. A flower bed that belongs to Charles
4. A flower bed that belongs to two girls
5. A garden belonging to your mother
6. A house belonging to father
7. The roar of the lion
8. The roar of the lions
9. The harness of a pony
10. The harness of the ponies

184. Review of Words Often Incorrectly Used

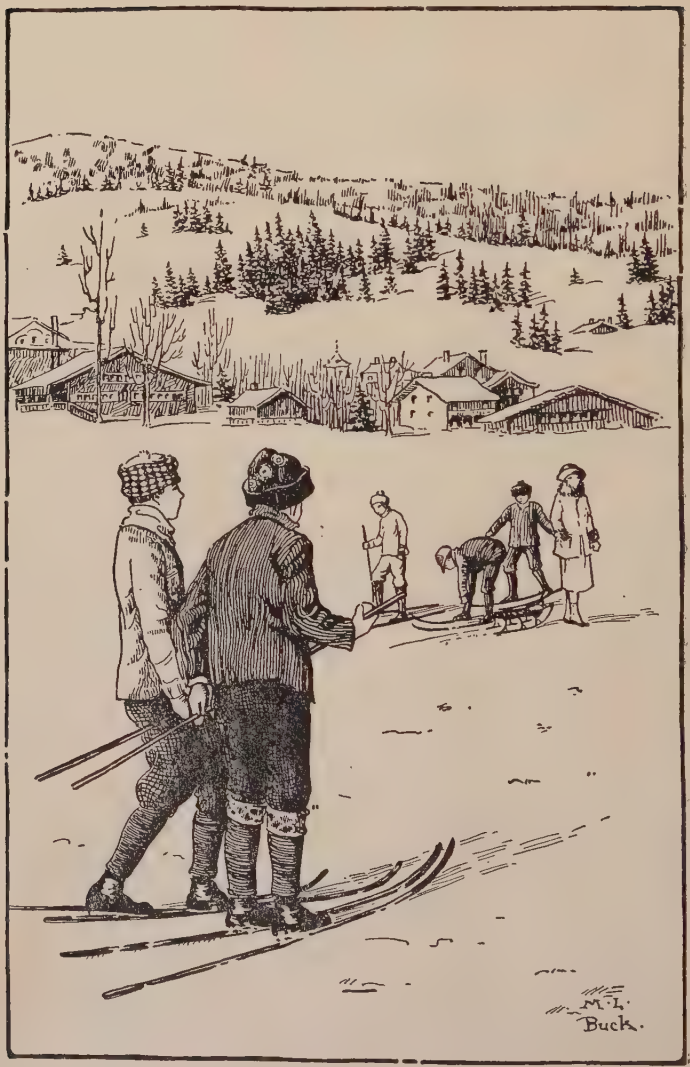
What is the difference in meaning between each word in the left-hand column and the word opposite in the right-hand column?

lie	lay
sit	set
may	can
teach	learn

What are the forms of *lie?* of *lay?* Use each in a sentence. Use *can* and *may* in the same sentence so as to show the difference in meaning. The past form of *may* is *might;* the past form of *can* is *could*. *Might*, like *may*, should be used to express permission. *Could* does not express permission. Use both *teach* and *learn* in the same sentence so as to show the difference in meaning.

Exercise. As you read the following sentences, choose the correct word. Give the reason for your choice.

1. I will (teach, learn) you to play the piano if you really care to learn.
2. He (taught, learned) John to sing.
3. Mother said, "I think that the ice is too rough to skate, but if you think you (may, can), you (may, can)."
4. When I asked father whether we (might, could) go skating, he said that I (might, could) but that Robert (might, could) not.
5. Mrs. Brown told me to (set, sit) down until she had (set, sat) the eggs on the table.
6. I (set, sat) there a long time.
7. Have you (set, sat) in that row all year?
8. Mr. Greene will (teach, learn) you the trick.
9. (Can, May) I borrow that book, Mr. White?
10. The princess and all her ladies (lay, laid) down and went to sleep.
11. The prince (set, sat) down on the garden wall and wondered whether he (might, could) break through the hedge.
12. Then he (lay, laid) his gloves and cloak aside and drew his sword.
13. When the prince found the maidens, they had (lain, laid) there a hundred years.
14. "Why are they (laying, lying) there?" he cried.
15. The fairy whispered, "They must (lie, lay) there till the prince who (can, may) wake them comes."


M. L.
Buck.

185. An Oral Description

This picture shows us a winter scene in one of the northern states of our country. One might see many such scenes in Canada also. The men and boys are wearing skis. Have you ever worn skis? What is the difference between skis and snowshoes? How are skis kept on the feet? What can you do with skis that you cannot do with snowshoes? Are snowshoes more useful than skis? In what ways?

Why do the people who are on skis carry sticks? Have you ever seen a picture of a man on skis taking a flying leap through the air? Tell about it. Can a person travel long distances on skis? Why? Why can one travel faster on snowshoes than without them, when the ground is covered with deep snow? Who taught the white settlers in this country to make snowshoes? How are snowshoes made? Describe them.

What kind of trees do you see in the distance in this picture?

Oral Composition. If you are familiar with the use of skis, prepare an oral composition describing them and the fun which you can have with them. Or, if you prefer, you may take snowshoes for your subject, instead of skis.

If you live in a part of the country where snowshoes and skis are never used, imagine that you have a week to spend in a village near the scene of this picture. Tell what you would do and what interesting sights you would see.

Careful Pronunciation. Most children of your age have corrected such untidy habits as letting their hair stand on end, their shoestrings trail, or their hair ribbons go untied. There are careless and untidy habits of speech which are just as bad, however, such as running words together until they do not sound at all as they should. Repeat each of the following expressions slowly and carefully until you are sure that you are pronouncing each word distinctly.

don't you	aren't you	I told you	come on
can't you	let me	how are you	what are you
won't you	give me	how do you do	why are you

Use each expression orally in a sentence.

186.* Comparisons

You have learned that you can increase the interest of your oral or written stories by adding as many details as possible and by using a variety of words in expressing your thoughts. There is still another way to make your language more effective—that is, by the use of comparisons. You may describe a girl by saying, "Her cheeks were red," but if you compare her cheeks to something very red although unlike in other respects—*roses*, for instance—you create a much more vivid picture. "Her cheeks were red as roses." Which gives you the clearer picture—"His eyes shone," or, "His eyes shone like stars"?

What are the comparisons in each of the following sentences?

Through the audience went a murmur like the rustle of dead leaves.

Her eyes were blue as the fairy flax.

And away they all flew like the down of a thistle.

Read each sentence, omitting the comparison, and notice how much of the mental picture is lost.

Exercise. Complete each of the following sentences by adding a suitable comparison. In some cases you may be able to think of two good comparisons. Write your sentences. Your teacher may call upon some of you to read the sentences in class.

1. Her dress was as red as
2. The white smoke looked like
3. The silk dress rustled like
4. The airplane flew like
5. The snow-covered fence posts looked like
6. Her eyes were as brown as
7. The pupils were as busy as
8. The banners waved like
9. The shadows from the fireplace danced like
10. The music was very sweet, like

187. Including Interesting Details

The following description was written by one of the greatest of English authors. Notice with what detail he tells us about the loaded Christmas tree.

A CHRISTMAS TREE

I have been looking on, this evening, at a merry company of children assembled round a pretty Christmas tree. The

tree was planted in the middle of a great round table, and towered high above their heads. It was brilliantly lighted by a multitude of little tapers, and everywhere sparkled and glittered with bright objects. There were rosy-cheeked dolls, hiding behind the green leaves; and there were real watches (with movable hands, at least, and an endless capacity of being wound up) dangling from innumerable twigs; there were French-polished tables, chairs, bedsteads, wardrobes, eight-day clocks, and various other articles of domestic furniture (wonderfully made in tin), perched among the boughs, as if in preparation for some fairy housekeeping; there were jolly, broad-faced little men, much more agreeable in appearance than many real men and no wonder, for their heads took off, and showed them to be full of sugarplums; there were fiddles and drums; there were tambourines, books, workboxes, peep-show boxes, and all kinds of boxes; there were trinkets for the elder girls, far brighter than any grown-up gold and jewels; there were baskets and pincushions in all devices; there were guns, swords, and banners; there were witches standing in enchanted rings of pasteboard, to tell fortunes; there were humming tops, needle cases, pen wipers, smelling bottles, conversation cards, bouquet holders; real fruit, made artificially dazzling with gold leaf; imitation apples, pears, and walnuts, crammed with surprises; in short, as a pretty child before me delightedly whispered to another pretty child, "There was everything, and more."

CHARLES DICKENS

Suppose that Dickens had merely said, as the little girl did, "There was everything on the tree, and more," would we have had as clear a picture of the tree?

Word Study. Find, in Dickens's description, the first word of each pair given below. If the other word in the pair had been used, how would the thought have been altered in each case?

merry—happy
assembled—seated
towered—rose
brilliantly—brightly
multitude—many
tapers—lights
hiding—standing
dangling—hanging
twigs—branches
perched—placed
agreeable—handsome
trinkets—toys
dazzling—bright
delightfully—pleasantly
crammed—filled

Written Composition. Write a paragraph describing some Christmas tree which you have seen loaded with presents.

188. Titles

What is the rule about capitalizing the words in a title? Copy the titles below during your study period. Check them for capitals and spelling. If you are writing a title in a sentence, what other rule should you follow? Use five of these titles in written sentences.

1. Peeps at Many Lands
2. The Three Weavers
3. Little Duck's Holidays
4. The Best of Holidays
5. Brother Billy
6. A Dog of Flanders
7. The Little Lame Prince
8. Adventures of a Brownie
9. Indian Stories
10. Aunt Liza's Hero
11. Birds and Bees
12. Little Women
13. Gulliver's Travels
14. Alice in Wonderland
15. The Water Babies
16. Jungle Book
17. Tanglewood Tales
18. Animal Stories

189. Punctuation

As you read each sentence in the exercise below, decide what marks of punctuation are needed. Write the sentences in correct form. If necessary, review the rules of punctuation in the checking list. In class, your teacher may dictate the sentences to you, or she may call on different pupils to write them on the blackboard.

1. Jane will you go with me to the woods tomorrow
2. Kate where did the rabbit go
3. John Mary Frank and I went to the park
4. Mother please let me go coaxed Frank
5. Will you please sit down Hazel requested the teacher
6. Don't you care to go exclaimed Mary to Elizabeth
7. What good stories have you read John inquired Jack
8. Blankets food tents and guns were purchased for the camping trip
9. About the old fireplace we read fables stories and poems
10. Washington Lincoln Cleveland and McKinley were presidents of the United States

190.* *Ate—Eaten*

Repeat rapidly the three forms of each of the following words:

ride, draw, throw, ring, burst, break, write, come, go, do

The forms of the word *eat* are as follows: *eat*, *ate*, *have eaten*. Learn these forms.

Fred *eats* the cake. Fred *ate* the cake.
Fred *has eaten* the cake.

As in the case of so many other words, people make the mistake of using helping words with the wrong form. Give orally six sentences, each using *eaten* with a different helping word.

Written Exercise. Fill each blank in the following sentences with the correct form of *eat.* Write the sentences and check your work.

1. I have —— so much I am ashamed of myself.
2. "If you had —— any more," said grandma, "I should have had the doctor come."
3. The last time I went to grandma's I —— too much.
4. Have you ever —— at the new hotel?
5. No, I have never —— there, but Bob has —— there often.
6. He has —— very little this week.
7. I think he would —— more if he were at home.
8. But at home he has often —— less.
9. If you think John hasn't —— enough, give him some bread and butter.
10. After the turkey was carved, they ——, and they ——, until they had —— it all up.

191. Oral Composition—Camp Fire Girls

There are two organizations to which girls who are fond of outdoor life may belong. One of these is the Camp Fire Girls and the other the Girl Scouts. They have the same purposes in view; both help girls

to be wholesome, happy, and unselfish. They differ, however, in dress and in organization.

Both have club meetings throughout the year, and in the summer, whenever arrangements can be made, they go to camp in the country. This lesson describes the activities of the Camp Fire Girls.

WOHELO! WOHELO!

Wohelo may sound like an Indian cry, but it is the call of the Camp Fire Girls. It is formed of the first two letters of each of three words: *work*, *health*, *love*. In these words lies the secret of the success of the Camp Fire Girls.

The symbol of the Camp Fire Girls is fire. Fire is always thought of as the center of the home, and the intense heat of fire is a symbol of enthusiasm. The symbol, therefore, stands for the idea that whatever the girls do at home or elsewhere must be done well and with enthusiasm. By doing all the helpful things she can a girl earns ranks in Camp Fire. The ranks are those of Wood Gatherer, of Fire Maker, and of Torch Bearer. As soon as a girl enters the Camp Fire group she begins to earn her honors to be a Wood Gatherer. Among her honors are three for home craft, three for patriotism, and two for nature craft. As soon as a girl has become a Wood Gatherer she may wear the ceremonial gown, and she receives her honors at the Council Fire.

After a girl has satisfactorily performed the duties of Wood Gatherer for a period of not less than three months, she may become a Fire Maker. To earn this rank, she must help to prepare and serve two meals for the meetings of the Camp Fire Girls. Other requirements are to keep account of all money received and spent for at least a month; to tie

a square knot; to sleep with windows open; to take at least half an hour's outdoor exercise every day; and to refrain from chewing gum and eating between meals, especially candy and sodas. She joins with the others in making the fire and in carrying on the program which her Camp Fire has chosen. In all this work the girls are united in loving comradeship, each endeavoring to help and encourage the others. At the same time they are on the lookout for opportunities to serve the needs of their respective neighborhoods.

The ceremonial gown, which is an Indian costume, is decorated with the beads and honors which show each girl's accomplishments. The decorations on the gowns not only show what the girls are doing, but remind them constantly of the practical and the finer things of life.

The highest rank of the Camp Fire Girls is that of Torch Bearer. That light which she has gained she desires to pass undimmed to others. She must be a leader, and she proves this by selecting a small group of girls whom she trains to do helpful and patriotic work, and to love outdoor life.

Most Camp Fire groups meet once a week, and every month the girls like to hold a Council Fire. This is a very important event and parents are usually invited. After the girls have gathered in a circle, they sing their Wohelo song and give a hand sign of greeting. The fire is then lighted, and as the flame comes up the girls sing a song called "Burn, Fire, Burn." If the Council Fire is held indoors, they light three candles instead, one for Work, one for Health, and one for Love. Songs, poems, and Indian dances add to the program, but the most important item is that of awarding the honors and the ranks which have been earned during the month. The Guardian who gives them also

advises the girls how to improve still more in the month to come. Here are the words of a hymn that is often sung at the close of the Council Fire:

Lay me to sleep in sheltering flame,
O Master of the Hidden Fire;
Wash pure, and cleanse for me
My soul's desire!

What is the meaning of Wohelo? What are the three ranks in the organization? Who is the Guardian? What is the symbol of the Camp Fire Girls? Why is this chosen? What is the duty of the Wood Gatherers? What are some of the requirements for the rank of Fire Maker? How do the Camp Fire Girls win honors? What does a Torch Bearer have to do? What is the purpose of the Council Fire?

Many girls have been astonished to find out how many honors they have won; as, honors for cooking, for making a dress, for helping mother, for taking care of younger brothers and sisters, for learning the names and the important facts about five great Americans, or for memorizing five short poems by great American poets.

Oral Composition. Choose one of the following subjects for an oral composition. Are you trying to improve your compositions by including interesting details and by using as great a variety of words as possible?

1. The Best Place I Know for Camping
2. Putting Up a Tent
3. Roasting Potatoes
4. My First Swimming Lesson
5. Tom's First Night in Camp
6. Why I Like Picnics
7. Camp Fire Girls

192. Review—*Break, Eat, Throw*

What are the forms of *break?* Which form requires a helping word? What are the forms of *eat?* Which form requires a helping word? Read the following sentences, choosing the correct words.

1. You didn't tell me you had (broke, broken) your bicycle.
2. Every time I have gone to grandmother's, I have (ate, eaten) fried chicken.
3. Have you ever (broken, broke) your arm?
4. I have not (eaten, ate) any candy for a month.
5. That cake was the best I have ever (ate, eaten).
6. My mother didn't know that the platter was (broke, broken).
7. I wish I had not (eaten, ate) so much ice cream.
8. I have not (eaten, ate) at hotels very often.
9. Elaine cried when she saw that the mirror was (broke, broken).

Write the sentences below, filling each blank with the correct form of *throw.*

1. I have been —— off my bicycle several times.
2. Father was once —— from an automobile.
3. They —— confetti at the party last evening.
4. Jimmy —— a ball at Howard, but hit the window.
5. I have a friend who has never —— snowballs.
6. The children ran to the lake and —— crumbs into the water for the swans.
7. The bean bag was —— to me, and I in turn —— it to Marjorie.

193. A Written Description

Are these Indian girls? How do you know? Describe their dress and their hair. Have any of the girls earned beads? What kind of dishes do they use? Did they do their own cooking, do you suppose? Did they make the table and the benches? Could they? Why do you like this camping place? What would the girls do if a

bear should come out of the woods? What do you think they do during the day? How will they spend the evening?

Written Description. The boys in the class may each write a paragraph describing in detail the dress of the Camp Fire Girls, as shown in the picture. In a second

paragraph they may describe the table, the bench, and the place in which the camp is situated. Check the work.

If you are a girl, imagine that you are one of the girls in the picture. Write a letter to some friend telling her about your friends and the good time you are having.

194. Rules of Courtesy

All acts of courtesy spring from a desire to be kind and considerate to other people. A very kind-hearted person may, however, fail to show courtesy in many small ways simply because he has never been taught to express his kindness in this manner. Courtesy is very attractive in boys and girls, and if the rules of politeness are learned and practiced when one is young, habits of courtesy will follow one through life.

Some sixth-grade classes have found it very interesting to draw up a set of rules to observe in being polite. Let us follow this plan too. In preparing your set of rules, separate them into groups: (1) those to be observed in the classroom; (2) on the street; (3) in the home; (4) in public meetings.

Think of all the ways in which a pupil may show politeness in the classroom. How can you show courtesy to your teacher? to a visitor? In what ways should the boys show courtesy to the girls? to the other boys? In what ways should the girls show courtesy to the boys? to the other girls?

Write all the rules that occur to you for each of the four groups mentioned above. In class these rules will

be discussed, and those which are best expressed will be listed on the blackboard. When the list is completed, let each one make a copy of it to keep.

195.* *Freeze* and *Speak*

Review orally the exercise in Lesson 190.

Repeat the forms of *freeze* and *speak* until you know them. Which forms require helping words?

freeze	froze	have frozen
speak	spoke	have spoken

It is never correct to say, "The water has froze," or, "My fingers are nearly froze." One should say, "The water has frozen," or, "My fingers are nearly frozen." Give orally sentences using each of the forms of *speak* and *freeze*.

Exercise. As you read each sentence, decide which word is correct for that sentence. Tell why it is correct. Write the sentences correctly and check your work.

1. It was so cold I thought I should be (froze, frozen).
2. If I could have (spoke, spoken), I would have done so.
3. They tell me he has (spoke, spoken) before many audiences.
4. I wanted to hear him but they told me he had already (spoke, spoken).
5. If he had (spoke, spoken) to me, I would have (spoken, spoke) to him.
6. It's a wonder you aren't (froze, frozen) without your coat.

7. The pipes will freeze if they aren't already (froze, frozen).
8. "The harbor is (froze, frozen)!" the sailor cried.
9. We may skate, for the pond has (froze, frozen) during the night.
10. I have (spoke, spoken) to father about it, but he thinks that the water has not (froze, frozen) enough to make the skating safe.

196. Oral Composition

Have you ever eaten a picnic supper in the woods, and stayed till a big fire was lighted? If so, describe the whole scene—the fire, the group of people gathered around it, and the trees in the background. Describe what went on around the fire—the singing and story telling after the supper was over. Make an outline and rehearse the story to yourself. Remember to include as many details as you can.

If you are a Camp Fire Girl or a Girl Scout, tell everything that is not secret about a similar experience. Or, if you prefer, you may choose one of the following subjects:

1. A Bonfire Party
2. A Camp Fire on the Beach
3. An Evening around the Fireplace
4. Popping Corn
5. Roasting Marshmallows
6. The Biggest Brush Fire I Ever Saw
7. A Clambake
8. A Beefsteak Fry in the Mountains

197.* *Fall* and *Drive*

Learn the forms of these two words:

fall	fell	have fallen
drive	drove	have driven

If you have any trouble with these words, it is because you use helping words with the wrong forms. Remember that "have fell" and "have drove" are never correct.

Exercise. Fill each blank in the first six sentences with the correct form of *fall*, and each blank in the last six sentences with the correct form of *drive*. Write the sentences and check your work.

1. I rolled over in my sleep and —— out of bed.
2. Do you think he could have —— into the pond?
3. He has often —— off his horse.
4. I wonder whether the tree will have —— when I return.
5. Where is my pencil? I think it has —— off your desk.
6. I have not —— on the ice once this winter.
7. Have you often —— to town by yourself?
8. I could have —— that automobile.
9. Did you —— to the city? Yes, I —— in; we have often —— there.
10. My grandfather once —— an old grey horse.
11. Now he —— an automobile. He could have —— one long ago if he had wanted to learn to ——.
12. We all —— over to the lake. We have —— there many times this summer.

198. A Written Story – Girl Scouts

The Camp Fire Girls are not the only group of girls earning honors. The cheerful, thrifty Girl Scouts earn merit badges for their accomplishments, too, living up to their motto, "Be prepared."

To play any game one must know the rules, and so the Girl Scouts have ten laws that they believe cover most of the needs of the game of life:

1. A Girl Scout's honor is to be trusted.
2. A Girl Scout is loyal.
3. A Girl Scout's duty is to be useful and to help others.
4. A Girl Scout is a friend to all, and a sister to every other Girl Scout.
5. A Girl Scout is courteous.
6. A Girl Scout is a friend to animals.
7. A Girl Scout obeys orders.
8. A Girl Scout is cheerful.
9. A Girl Scout is thrifty.
10. A Girl Scout is clean in thought, word, and deed.

These laws are known by all Girl Scouts, but the promise to obey them is made only after they are understood and voluntarily accepted. The promise, which summarizes the laws, is this:

> On my honor, I will try:
> To do my duty to God and my country,
> To help other people at all times,
> To obey the Scout laws.

The heart of the laws is helpfulness, and so the Scouts have a slogan, "Do a good turn daily." By following this in letter and spirit, helpfulness becomes second nature.

Because the Girl Scouts are good citizens, they know and respect the meaning of the flag. One of the first things they learn is the pledge:

> I pledge allegiance to my flag, and to the Republic for which it stands: one nation indivisible, with liberty and justice for all.

In many respects the Camp Fire Girls and the Girl Scouts are alike, but in their organization they are different. The Girl Scouts are grouped in patrols. A patrol consists of eight girls who would naturally be associated as friends, neighbors, school fellows, or playmates. Each patrol elects from its members a patrol leader who is to a certain extent responsible for the discipline and dignity of the patrol. From one to four of these patrols constitute a troop, the leader of which is called a captain. The Scouts wear uniforms of khaki, they salute, and learn the simple forms of drill and signaling.

Are the ten laws of the Girl Scouts good rules for all girls to follow? Are there any laws, except the fourth, which boys should not obey? How could you change the fourth law so as to make it apply to boys? Which of the lessons embodied in these laws have we studied during this year or last? (See Lessons 20, 75, 76, 81, 172, and 194.) What is the motto of the Girl Scouts? What are the laws? What is the promise? the slogan?

What does one mean by saying that a person's "honor is to be trusted"? When you say, "On my honor," what do you mean? When you are on your honor, does it matter whether you are watched or not? Why? Name several things which you should do if you are a boy or girl whose honor is to be trusted.

When you feel cross and quarrelsome, can you make yourself be cheerful? How can you obey the eighth law?

Written Exercise. Plan a short story about a Girl Scout, using one of the following suggestions. Write the story and check your work.

How she helped some older person
How she befriended a bashful girl who had just entered school
How she helped some animal that was in trouble

199. An Oral Debate

There are three classes of Girl Scouts, the youngest being the Tenderfoot, the name given by frontiersmen to the man who is not hardened to the rough life out of doors. Even the Tenderfoot, however, has to know some things, including the Promise, the Laws, the Slogan, and the Motto, how to salute, the respect due to the flag, and the making of some useful knots.

The Second Class Scout has been a Tenderfoot for at least one month, and can pass a test of distinctly greater difficulty, including a good deal about cooking and housekeeping, animals and birds, flowers and trees, some important first-aid rules, and the laws of health.

The highest class is First Class, and is to be attained only by a young person of considerable accomplishment. She must be able to find her way about city or country without any of the usual aids, using only the compass and her developed judgment of distance and direction. She must also be able to communicate and receive messages in two ways, by signaling the semaphore and by the General Service Code, which is the code used for telegraphing and

wireless. She must have shown proficiency in home nursing, child care, and housekeeping and also in either laundering, cooking, needlework, or gardening. She must also be an all-round outdoor person, familiar with camping and able to lead in outdoor activities; or be a good skater or naturalist, or be able to swim. Not only must she know all these different things but she must also have trained a Tenderfoot, and served her community.

What is a Tenderfoot? What does she have to know? What does a Second Class Scout have to know? What does a First Class Scout have to know? How many of these requirements could you meet, even though you are not a Girl Scout? Which of these would it be well for boys to learn?

Dictionary Study. What is meant by *frontiersman*, *considerable*, *accomplishment*, *communicate*, *signaling*, *code*, *proficiency*, and *naturalist?*

A Debate. *Resolved, That a boy should learn to cook.* In the first paragraph write all the arguments you can think of on the affirmative side; in the second paragraph, all the arguments on the negative side. Let the third paragraph be a statement of your own opinion. Have you used topic sentences? Have you remembered to stick to the point in each paragraph? Check your work.

In class, have a debate on the question above. It will be rather good fun if the boys are asked to talk on the affirmative side and the girls on the negative. Choose two members of the class, who, together with the teacher, will act as judges.

200.* *Gave—Given*

Learn the forms of *give*: *give—gave—have given.*

There are two mistakes which you must be careful to avoid in using these forms. In the first place, *give* must never be used when talking about what has happened in the past. Use *gave* or *have given.*

I *give* you my word of honor here and now that it is not true.

I *gave* you my knife yesterday.

In the next place, the only form which needs a helping word is *given.* Never use *have* with *give* or *gave.*

I *have given* him the knife.

Exercise. Write the following sentences, filling each blank correctly with some form of *give:*

1. I thought I —— you the money last month.
2. Have you ever —— a play in your school?
3. Yes, we —— one last year at Halloween.
4. The jolliest one we ever —— was at Christmas.
5. We had some one dressed as Santa Claus to —— out presents.
6. After he had —— them out, we —— our teacher a pretty umbrella.
7. Once upon a time a beautiful princess was born and the good fairies —— her three gifts.
8. One —— her beauty, one —— her health, and one —— her wealth.
9. But the wicked fairy, who had not been —— an invitation, —— her an unkind gift.
10. She —— her an enchanted mirror.

201. Oral Composition

In this picture we see two Girl Scouts receiving the highest honors of the organization. The woman is pinning on their uniforms the badge of the Golden Eaglet. A girl is entitled to the Golden Eaglet badge only after she has become a First Class Scout and has earned twenty-one other badges, each one representing a different accomplishment. She must also have earned the medal of merit for general scouting ability.

To earn twenty-one badges is a very great honor. Only girls of great industry and enthusiasm persevere until they win them all. But if a girl has done so, one may be sure that she is well trained. Before she receives the badge of the Golden Eaglet, she must excel in some sport; she must know how to take care of children, to do some cooking, to make some articles of clothing, to render first aid to people who are injured, to act as hostess in her own home; she must be able to wash and iron and to do fourteen other equally important things.

Oral Composition. What are the differences between this uniform and that of the Camp Fire Girls? Prepare an oral composition describing in detail the uniform of the Girl Scouts. Or, you may choose instead one of the subjects listed below.

1. My Saturday Morning Work
2. The Best Way to Wash Dishes
3. My Morning Chores
4. My Most Difficult Task
5. Taking Care of the Baby

202.* Giving Directions

If you were asked to tell how to boil an egg, or how to make a kite, or how to do some other equally simple thing, could you do so? You may often be called upon to give people directions about how to do things, and it is important that you form the habit of giving your explanations in the clearest possible way. Before telling any one else how to do anything or make anything, you should first have performed the act yourself, or at least have watched some one else very attentively. While giving your directions, keep what you have to say clearly in mind, choosing your words and constructing your sentences with great care so that no one can mistake your meaning.

These three compositions on "How to Make a Camp Fire" were written by sixth grade boys. They are printed in this lesson just as the boys wrote them. Study them closely so that you can answer the questions on page 231.

I

You get a flat rock and put some brush on it. After that you light it. When it gets to burning well you stand some sticks upright.

II

To make a camp fire you put some paper down and then put some dry sticks on that. Then you light it and keep it burning until you have a good fire. Then you put some big sticks on it so that it will burn longer.

III

On a camping trip it is necessary at times to have a camp fire. It is unusual to take paper except what you bring your food in, so I will tell you a way to make a fire without paper.

First you find some small, dead twigs and cut them into small pieces with a sharp knife. Then you cut some shavings in such a way that they stay on the stick. After clearing a place in the grass for the fire, you put the twigs on this space.

Place the sticks with the shavings on them around the pile of twigs in the shape of a wigwam. Put some small sticks over all this, and, as you pile up, gradually use larger sticks. Before you have piled up very far, put a lighted match under the twigs on the side from which the wind is blowing, and hold it there until the twigs catch.

After you have a good pile, let it die down to coals and you will have a good fire for cooking.

Which composition shows that the boy who wrote it did not know much about starting a fire? Why? Which seems to show that the writer had actually made a camp fire himself? Which set of directions would you follow if you were going to start a fire yourself? Why?

In giving directions, have a clear idea of what you wish to explain.

Written Directions. Write a set of directions explaining how to make something, preferably something you have already made yourself—a kite, an apron, candy, a fire in the stove. Imagine that you are actually performing the act and work the directions out in your mind carefully before you begin to write.

203. Choosing the Right Word

Copy the following sentences, choosing the correct word for each. Give the reason for your choice.

1. Did the Camp Fire Girls call? Yes, it was (them, they).
2. I should like to buy (those, them) beads. How much are (they, them)?
3. It was (he, him) who wrote the story.
4. "Who fell?" asked Josephine. "Was it (her, she)?"
5. (Them, Those) girls can paddle a canoe well.
6. It was (us, we) who spoke.
7. Father took Charles and (I, me) to the ball game.
8. Our parents bought us (them, those) camping outfits.
9. Please do not ask Marjorie and (me, I) to recite again.
10. "Hello! Is this Dorothy?" inquired some one over the telephone. "Yes, this is (I, me)," replied Dorothy.

204.* Giving Directions

Each member of a boys' athletic club was asked to hand the leader a written description of a new game which he would like to play. Two boys who had recently come from another city described a game which they had been accustomed to play there. Here are the two descriptions:

1. A ring about six feet in diameter is drawn on the ground. Two players are placed in this ring in a stooping position. In this position they try to overthrow each other

by shouldering. The player who is thrown down or pushed out of the ring loses.

2. A ring about six feet in diameter is drawn on the ground. Two players are placed in this ring, in a stooping position, each grasping his own ankles. In this position they try to displace each other by shouldering. The player who is pushed out of the ring, or who loosens his hold on his ankles, is defeated.

What direction was omitted in the first explanation? Would its omission make much difference if you were to play the game?

In giving directions, every essential detail must be included.

Written Composition. Write the directions for playing some simple game that you know well. Make the directions so plain that any one unfamiliar with the game could play it without any further explanation.

205.* Giving Directions

Here are some more sixth-grade compositions on "How to Build a Camp Fire."

I

First you gather some leaves. Then you get some small sticks for kindling, and some larger sticks to place on top. Light the leaves with the kindling on them, and gradually add the larger sticks, placing them crosswise. If you want a fire all night, put a log on it. The last time we stayed out all night, we were frightened by a dog.

What part of this composition tells nothing about building a fire? The writer of this composition failed to stick to his point and added something which was quite out of place in giving directions.

In giving directions always stick to the point.

II

First you cut some dry chips, put them in a pile, and light the pile on the side from which the wind is blowing. Before you light the fire you gather plenty of wood. Keep on adding wood to the fire until you have a large fire.

What direction in this composition is given out of its order? How do you think the composition should have been written? In explaining how to make things, it is usually best to state the material needed first. Then tell how the work is done, mentioning each step in its proper order.

In giving directions mention in the right order the various steps to be taken.

Review Lessons 202 and 204. State the four rules to be kept in mind when giving directions or explanations.

Check carefully the following composition. Did the writer follow the four rules for giving directions? Does the writer know much about building fires? How do you know? Has he left out any important points? Are the directions in the proper order? Does the writer stick to the point or does he wander?

III

The first thing you need in making a camp fire is wood. Never cut down a tree to get wood unless you have to. The kind of wood you need should be old and dry but not rotten. Before you make a fire, clear away the undergrowth for ten feet around the spot where the fire is to be made.

The first step after you have the wood is to get a stick about two inches in circumference. When you get this begin whittling it but save the shavings. Keep whittling until you have a fair-sized pile. Light it and add larger sticks as you go.

206. Writing Directions

What four rules have you learned in regard to giving directions? Today you will have an opportunity to apply these rules to your own written work.

Girl Scouts may win merit badges by knowing how to do any of the things mentioned in the following list. How many do you know how to do? Which one can you do best?

1. How to swim the side stroke
2. How to write a letter
3. How to make strawberry jam
4. How to mend a bicycle tire
5. How to stop a bleeding wound
6. How to prepare a garden for vegetables
7. How to wrap, tie securely and neatly, and label a parcel for parcel post
8. How to care for one's teeth
9. How to launder a handkerchief

10. How to darn a stocking
11. How to care for a burn
12. How to clean silver

Choose from the list just given the subject which you know the most about. Boy Scouts have to learn to do many of these same things, so the boys in the class will have no difficulty in choosing a subject. Imagine that you are giving directions to some one who knows nothing about the subject, and write a paragraph explaining what to do just as clearly as possible, taking care to follow all four rules.

207. Written Composition—Loyalty to Country

Have you ever read the story of Nolan, "the man without a country"? When he was a young naval officer, Nolan exclaimed in a moment of anger, "I wish I may never hear of the United States again!" He was taken at his word, and for fifty-five years heard the name of his country mentioned but once. Kept a prisoner on board a man-of-war during all that time, he was allowed to mingle with the officers, to eat with them, and talk with them. One subject, however, was never mentioned in his presence—the United States. If he happened to approach a group of officers who were discussing the United States, the talk ceased as soon as they discovered Nolan's presence.

But as the years went by, his love for his country, which had been clouded by anger when he made his reckless wish, grew stronger and stronger, perhaps from

the very fact that he was exiled from her. Then one day, in a moment of great excitement, he made this statement to a young man:

"For your country, boy, and for that flag, never dream a dream but of serving her as she bids you, though the service carry you through a thousand terrors. No matter what happens to you, no matter who flatters you or abuses you, never look at another flag, never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to deal with, behind officers, and government, and people even, there is the Country Herself, your Country, and that you belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother."

From *The Man without a Country*
By Edward Everett Hale

Do people dream only in sleep? What is a daydream? What sort of things may one imagine in a daydream? What does Nolan mean when he says that we should never dream a dream except of serving our country? What things may we hope some day to do for our country? What can we do now?

What is flattery? How might flattery make us forget our country? How might abuse make us forget it? Does he really mean that we must never look at another flag? What does he mean? What can we do in time of peace to prove our loyalty to our country?

Memory Exercise. Memorize Nolan's speech to the young man.

Written Composition. Write a paragraph on one of the following subjects:

1. Why I Am Glad I Am an American
2. The Hero I Most Admire in American History
3. Why America Is Called "The Land of Opportunity"
4. How I Can Serve My Country

208. Poem Study—"America"

My country, 'tis of thee,
Sweet land of liberty,
    Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side,
    Let freedom ring.

My native country, thee,
Land of the noble free,
    Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
    Like that above.

Let music swell the breeze,
And ring from all the trees
    Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break—
    The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

SAMUEL FRANCIS SMITH

Oftentimes children sing over and over a song or hymn without half understanding the words. Indeed, they sometimes form very peculiar ideas about the meaning of these words. For instance, one ten-year-old girl thought the fifth line of "America" was "Land where the Pilgrims *pried*." She had a dim idea that the Pilgrims pried themselves in somehow. So, although you have all learned to sing "America," you may be able in today's lesson to discover new meanings to some of the lines.

What is the difference between a land of liberty and a land of oppression or tyranny? If this were not a land of liberty, what things might we be forbidden to do which we now do freely? When we sing, "Land where my *fathers* died," what do we really mean? *Ring* means to echo or resound "from every mountain side." What causes the ringing?

What is one's *native* country? What do we mean when we say that America is the *adopted* country of a great many people? What are *rills?* What is the difference between rills and rivers? What is a *temple?*

Are there real temples on our hills? What does the poem mean, then, by *templed hills?*

How can music *swell* the breeze? What does it mean to *prolong* the sound? Whom does the poet ask to join in this great song of freedom and *prolong the sound?* He first calls upon *mortal tongues*, that is, the tongues of every one living, to sing this wonderful song; he next asks every creature that breathes to *partake*, or take part in it; and finally he even suggests that the rocks themselves should come to life and join the chorus of freedom.

Why does the poet speak of freedom as a *holy light?* How far does this light shine? We generally use the word *author* to mean a person who has written a book. It has another meaning here; what is it? What does *protect* mean? What is another word for *might?*

"America" is called our national hymn. Every patriotic citizen should know it by heart. If you have not already memorized the words, there is no better time than now, while you have a clear understanding of what they mean.

209. A Debate

Prepare this subject for debate:

Resolved, That the invention of the steam engine has been more valuable to mankind than the invention of gunpowder.

Follow the method of preparation used in previous debates.

210.* *Took—Taken*

Repeat the forms *take*, *took*, *have taken* until you know them. If you remember which form requires a helping word, you will never have any trouble with this word.

Exercise. Fill each blank in the following sentences with the correct form of *take*. Write the sentences and check your work.

1. I have —— my medicine.
2. I —— the medicine Dr. Brown gave me.
3. He gives it to me, because I have —— cold.
4. I hope that he will not give me any more when I have —— all of this.
5. Paul has —— more prizes than Dick.
6. If I get this prize I shall have —— three.
7. If it is —— in time, this advice will be helpful.
8. He was —— to the palace of the Snow King.
9. After they had —— him there, they gave him a purple robe.
10. If he had —— the other road, he would have been lost.

211. Telling Anecdotes

Have you been making a collection of good stories that keep the joke or surprise to the very end? How do you like this one?

AN APT PUPIL

The superintendent was visiting the third-grade class and stayed a few minutes longer to talk to them about politeness.

"When some one makes an unpleasant remark," he said, "never call attention to it. Pass it by or change the subject."

Shortly after he had left, Mary began to whisper, which was "much against the rules."

The teacher saw her and spoke sharply.

"Mary, did I see you whispering?"

"Please, Miss Brown," said Mary, "do we get a vacation at Easter?"

"Mary, I asked you whether you were whispering."

"Am I going to get a good report card this month?" persisted Mary.

"Mary, why don't you answer my question?" demanded the teacher.

"Why, Miss Brown, don't you remember that our superintendent said that if the conversation was unpleasant we should change the subject?"

THE YOUTH'S COMPANION

Did you guess, before you reached the end of the story, what the joke was going to be?

Prepare to tell in class one of the stories which you have been collecting. What steps do you take in preparing a story of this kind?

212. A Definition of an American

In a contest for the best definition of an American, the following paragraph won the prize. Read it carefully so as to understand fully all that it means.

My child, remember that the land in which you live was bought by the blood of your forefathers, that every man might live in freedom and justice. It is being kept safe for you by the blood of your fathers and brothers today. You—

who will inherit this priceless possession—are a child of liberty, an American. Walk upright in your native land; fear no man; harm no man. Reverence that flag beneath which you stand. God grant you may never stain its folds by any act of injustice to another little brother whom it protects—it matters not what his color or creed. Be honest, be pure; be truthful; that men may look into your eyes and say, "Here grows a man for America."

From THE AMERICANIZATION MAGAZINE

How can land be *bought by blood?* How and when did our forefathers buy the freedom of this country with their blood? What can people do who *live in freedom*, that they could not do in a land that is not free? If we tell you that this paragraph was written during the World War, can you explain what the second sentence means? What does *inherit* mean? Have you ever heard of any one's *inheriting* money or land? What is the *priceless possession* which every American inherits? If we were to use the word *purchase* instead of *inherit*, how would the meaning of this sentence be changed? What is the meaning of *walk upright?* How does a person walk who is ashamed or who is afraid every minute that his life is in danger?

Who are the *little brothers* whom the United States flag protects? If we were to treat one of the *little brothers* unjustly, how would the folds of our flag become stained? What the author really means is this: that, if we treat unjustly the small nations that look to us for protection, we lower the high ideals on which our

nation was founded and for which our flag stands. What opinion do you form of a person who will not look you in the eye? If we change the word *man* in the last sentence to *citizen*, this definition of an American will hold for girls as well as for boys.

Oral Debate. Prepare a debate on this subject:

Resolved, That girls can be more useful to their country than boys.

The girls may take the affirmative side and the boys the negative. Make a list of all the arguments you can think of for your side. Let the girls choose one of their number to act as speaker for the affirmative. The boys should choose a speaker for the negative. Hand the list which you have prepared to the speaker for your side. Appoint two members from the class, who, together with your teacher, will be the judges.

213. Oral Composition—Junior Red Cross

The Junior Red Cross is a league of boys and girls organized for unselfish service. It was formed during the World War, but since the close of the war, it has found that there are also many opportunities for service in times of peace. There are two divisions of service, the home and the foreign. One advances American ideals in America; the other cultivates understanding and sympathy with the rest of the world. The Junior Red Cross believes in helping and encouraging every form of relief for unfortunate or needy children, whether in

one's own community and country, or in other lands. There are now Junior Red Cross organizations in twenty-seven different countries—a league of children promoting good will and friendliness between the nations of the world.

Does your school belong to the Junior Red Cross? Can you suggest any Red Cross work which your school might undertake? Describe the Red Cross flag or emblem. Why is the Red Cross called "The Greatest Mother in the World"? What do you know about the life of Clara Barton, or Florence Nightingale? Perhaps your teacher will tell you where you can find some information about these two noble women.

Oral Composition. Prepare an oral composition on one of the following subjects:

What the Junior Red Cross Can Do for Children in Hospitals

What the Junior Red Cross Can Do for Needy Children in One's Own Community

What the Junior Red Cross Can Do for Foreign Children in Devastated Countries

What the Junior Red Cross Can Do for a "Shut-In" in the Community

The Life and Work of Florence Nightingale

Clara Barton

214. Written Composition—Group Work

Plan a letter to a group of children in some foreign country in which you are interested. Discuss in class the topics which you will write about in the letter. How

does the country to which your letter is going differ from our own country? What information, then, about the part of America in which you live will be interesting to these children? What do you think they would like to know about your city or town, your school, your home, or your games? Plan an outline which shall contain a list of topics for the body of the letter. One pupil may write these topics on the blackboard as they are chosen.

The class should also decide upon the form of the letter—the best salutation, complimentary close, etc. This form may also be placed on the blackboard.

Using this outline and letter form, each pupil may now write just as interesting a letter as he possibly can. Tomorrow these letters will be discussed in class and the best parts selected from several different ones. Choose a committee of two or three to write the final class letter. Do you very best today in writing your individual letter, so that you may contribute something to the class letter.

If your class belongs to the Junior Red Cross, your teacher may wish to forward this letter to their headquarters in Washington. They will in turn forward the letter to the children of the foreign country, first translating it into the language of that country.

215. Variety in Expression

You have learned that there is more than one way of expressing a thought. For instance, here are five different ways of expressing practically the same idea:

Never call attention to unpleasant remarks.
Do not pay attention to disagreeable remarks.
When people speak unpleasantly, pay no attention.
You should not notice disagreeable remarks.
Unpleasant remarks should be ignored.

Written Exercise in Variety. Write each of the following sentences in as many different ways as you can without altering the essential meaning. Average the number of sentences written by the boys and by the girls to see which has the higher average.

1. Slow and steady wins the race.
2. Once upon a time the fairies lived in flowers.
3. A Girl Scout's honor is to be trusted.
4. I shall try to help others at all times.
5. At dawn the birds began to stir.
6. Honesty is the best policy.

216. Word Forms—Review

The parentheses at the beginning of the following sentences contain troublesome words, the forms of which you have already learned. Fill the blank in each sentence with the correct form of the word in parentheses. If you are in doubt about any word, review the lesson referred to at the end of the sentence. Write the sentences correctly and be ready to give your reason for choosing the word you did in each case.

1. (ride) Tom had —— into town on the old gray farm horse. (Lesson 160)
2. (burst) The pipes have ——. (Lesson 166)

3. (draw) I have —— a pail of water. (Lesson 166)
4. (draw) I —— a wagon up that hill. (Lesson 166)
5. (throw) I —— the apple core away. (Lesson 166)
6. (throw) The colt has —— his rider. (Lesson 166)
7. (freeze) My fingers are nearly ——. (Lesson 195)
8. (fall) The shade has —— from the roller. (Lesson 197)
9. (drive) I —— the car for half a mile. (Lesson 197)
10. (give) He —— it to me before he left. (Lesson 200)
11. (give) This was —— to me by my aunt. (Lesson 200)
12. (take) I have —— part in two plays. (Lesson 210)

217. Picture Study—Oral Composition

The tea farms of Japan lie along the foot of the eastern slopes of the mountains, and are watered by the fresh mountain streams. You will notice that there are no trees to be seen on this tea farm; the tea is planted in open spaces so as to receive all the sun possible. Neither is the tea planted very near any dwelling houses, for the tea plants must be kept clean and sweet, so that the leaves will be fresh and well flavored. A plant must be carefully cultivated and tended for five years before it produces leaves which are ready for picking and curing.

Women and children do practically all of the picking. The youngest leaves make the best tea. They pick each day only as many leaves as can be dried before night. Sometimes the women dry the tea leaves in a pan over

M. L. BUCK

a fire; sometimes they steam them until withered, and then roll them in their hands until perfectly dry. The steamed leaves make a green tea; those dried in a pan, a yellow tea; those dried in the air, a black tea.

The Japanese pack their finest teas in jars and their poorer grades in boxes covered with matting. Nearly all the tea shipped from Japan goes to the United States.

Have you ever noticed the difference between green tea and black tea? How is green tea prepared? How large are tea leaves? Soak some and see. How do the buildings in the background differ in appearance from buildings in America? Describe the women's dress. Describe the baskets. Would you prefer to pick tea leaves, or cotton, or strawberries? Do you have to be careful in picking cotton and strawberries? Tell about it.

Oral Composition. Imagine that you were a fresh, tender leaf on one of the tea plants which you see in the center of the picture. Prepare an oral composition describing the tea farm on which you were growing. Then tell everything that happened to you from the time you were picked and dropped into the basket until you found yourself in the teacup of some lovely, white-haired American lady.

Make a careful outline before you begin to tell the story to yourself. How many paragraphs have you in mind? What is the topic of each paragraph? Use as great a variety of words and expressions as possible. Include as many interesting details as you can.

218. Review of *Lie* and *Lay*, *Sit* and *Set*

Review these forms:

lie	lay	have lain
lay	laid	have laid
sit	sat	have sat
set	set	have set

In these sentences choose the correct word. Give the reason for your choice. Write the sentences and check your work.

1. The princess would not (set, sit) down while the king was there.
2. The king (sat, set) a crown on her head.
3. "Now you may (set, sit) down," he said.
4. The little boy (set, sat) down so suddenly that it frightened him.
5. She (sit, set) the red vase on the table.
6. I told you to (sit, set) it there.
7. I often (lay, lie) down in the afternoon.
8. Then my mother lets me (set, sit) up later at night.
9. Don't you like to (sit, set) on the beach?
10. I like to (lay, lie) in the sand after a swim.
11. I have often (laid, lain) there all morning.
12. My sister (sets, sits) on a big rock and reads.
13. I don't (set, sit) very often when I can stand.
14. The dog was (laying, lying) on the grass.
15. She had been (lying, laying) there for a long time.
16. (Lie, Lay) down, Fido.
17. The soldiers were ordered to (lie, lay) down their arms.
18. How many times have I (set, sat) on that old bridge!
19. The ribbon is (lying, laying) on the table.

219. Punctuation

What rules have you learned for the use of the comma? Write a sentence illustrating each rule. When should a question mark be placed at the end of a sentence? an exclamation mark? Write a sentence illustrating the use of the question mark; the exclamation mark.

What rules have you learned for the use of capital letters? Illustrate each of these rules in a sentence.

Write five common contractions. Write a sentence containing a singular noun in the possessive form; a plural noun in the possessive form.

In class the teacher may call upon different pupils to write on the board one or two of the sentences prepared during the study period, and to give reasons for the punctuation used in each case.

220. Direct and Indirect Quotations

Change the following sentences so that each will contain a direct quotation. What marks of punctuation will be needed in each case? Write the sentences and check your work.

1. Paul said that he would scrub the floor.
2. Jean replied that she would sweep the room.
3. The Indians said that they could make the best baskets.
4. The Japanese girl said that her sisters and she would pick the tea leaves.

Write a short conversation between two boys about

cutting the grass, delivering papers, or earning money; or a conversation between two girls about losing their pocketbooks, winning a basket ball game, or working for mother on Saturday morning. Give the speakers' exact words. Check your composition.

221. Telling Anecdotes

Do you like this story?

A MISCHIEVOUS ELEPHANT

Many people do not believe that animals, intelligent as they often are, have quite the sense of humor that human beings have; yet here is a true story of one small elephant's prank that clearly points to a sort of mischievous humor.

A mother elephant was dragging from one spot to another in a shipyard an extraordinarily heavy timber that she had been unable to pick up. Two chains were fastened to her collar, each joined to a huge hook, which was fastened into the end of the log. As she toiled along with her burden, her half-grown baby elephant walked beside her.

She came at last to an incline where she had to exert her entire strength to drag the log up. While she was leaning forward, the baby elephant suddenly dropped back, caught the hook with his trunk and yanked it out of the log. The result was that the old elephant was thrown forward on her head, with her heels up in the air. The little elephant made straightway for the woods near by, as hard as he could gallop.

The mother got herself together quickly, looked all round, and started after the youngster, with her trunk upraised. She caught up with him in the woods; and the men working

around the shipyard heard his squeals as her trunk descended on him again and again. Finally the two of them reappeared; the little elephant was walking dejectedly at his mother's heels and holding to her tail.

S. A. Derieux

In what countries are elephants trained to do work? Why would they be useful in a shipyard? How would an elephant carry an ordinary stick of timber? Are elephants considered intelligent animals? Why did the mother elephant fall forward on her head when the baby elephant pulled the hook out of the log? If you were pushing hard to open a heavy door, and some one should suddenly pull the door open from the other side, what would probably happen to you?

Many anecdotes have been told about the intelligence displayed by animals. Have you come across any such stories in your reading? Do you know of an instance where a dog, or some other pet animal, showed remarkable intelligence? Tell the class the cleverest animal story you know. Repeat it to yourself beforehand until you can tell it without hesitation. If your story contains a joke, remember not to let your audience know what it is until you reach the end of the story.

222. Review—*Drive, Give, Take*

Which form of *drive* requires a helping word? which form of *take?* When is it incorrect to use the form *give?* Which form of *give* requires a helping word? (See Lesson 200).

Examine the sentences below and decide which of the forms in parentheses are correct. When you come to class be prepared to read the sentences correctly and to tell why you chose the word you did in each case.

1. I have often (drove, driven) out to the lake.
2. My father (give, gave) me a watch for my birthday.
3. I have never (took, taken) money for doing errands.
4. My brother has (driven, drove) a Packard roadster.
5. Ellen's big sister has (taken, took) care of her since she was a baby.
6. She has always (give, given) Ellen her breakfast.
7. When she had (drove, driven) her to school, she would go to work.
8. When the princess had (took, taken) the necklace, she disappeared.
9. "She has been (took, taken) away by the enchantress," the people cried.
10. The king (give, gave) orders to have the kingdom searched.
11. When the messengers and heralds had (drove, driven) everywhere, they gave up the search.
12. After years had come and gone, an old man (give, gave) the king a sealed message.
13. The king cried, "If they had (took, taken) her there, I should have known."
14. The old man whispered, "After you have (drove, driven) the grey sheep out of the hills you will know."
15. The enchantress had (gave, given) her a sleeping potion.

223. Written Composition

This is a scene in some Southern city—New Orleans, perhaps. The huge bundles which you see are bales of cotton ready to be shipped away in freight cars or on boats. How are the bales held together? Do you think the bales are very heavy? How many men will be necessary to lift one bale? Is there anything in the

picture to tell you whether this cotton is to be shipped by rail or by boat? To what countries do we ship cotton? In what other lands is cotton raised?

Written Exercises. *A.* If you live in the South and know about the raising and picking of cotton, write a letter to one of the authors of this book telling all you

know about the subject — how the growing cotton looks in the field, the best way to pick it, how it is ginned, and how it is baled. You may draw pictures or get photographs to illustrate your letter. You will, of course, be very careful of the written form of your letter, and you will also try to apply what you have learned about making clear explanations.

B. If you do not live in the South, read in your geographies and other books all you can find about the subject of cotton. Write a short composition on one of the subjects in the following list:

1. Picking Cotton
2. Spinning Cotton
3. The Invention of the Cotton Gin
4. Description of a Field of Cotton

224. A Dictation Lesson

Study the following sentences, explaining to yourself the reason for every capital and mark of punctuation used. If necessary, review the rules in the checking list. The sentences will be dictated to you in class.

1. When may I go to the farm again?
2. John said, "Where are you going today?"
3. Mary, come back at once!
4. Don't touch that hot iron!
5. Ellen, do you want to go canoeing with me?
6. Yes, but I must do some mending for my mother.
7. We are to have sandwiches, cake, and lemonade at our picnic.
8. Henry Wadsworth Longfellow was born on February 27, 1807.
9. Have you read "Little Women"?
10. Rosamond's mother read it aloud to her.

225.* *Blow* and *Bring*

Review rapidly the exercises in Lessons 160, 166, and 200.

Repeat these forms until you know them.

blow	blew	have blown
bring	brought	have brought

The wind *blows* hard today.
The wind *blew* hard yesterday.
The wind *has blown* my hat away.

He *brings* me flowers today.
He *brought* me flowers yesterday.
He *has brought* me flowers often.

Use the three forms of both words orally in sentences of your own.

Perhaps you may have heard the form *blowed* used; this is incorrect, as there is no such word. Neither are *brang* and *brung* real words. If you are in the habit of using any of these forms, you should drive them out of your speech at once.

Exercise. Fill each blank in the following sentences with the correct form of *blow*. Write the sentences.

1. Did you hear the wind —— last night?
2. It —— down a large elm tree in our yard.
3. Grandfather says that the wind —— harder than it has —— since the windstorm of 1875.
4. It —— harder than I had ever heard it —— before.
5. Can you —— soap bubbles?

6. Yes, I have —— thousands.
7. Well, I have never —— so many as that, but I —— one hundred yesterday.
8. Have you ever —— up a toy balloon?
9. Yes, I —— up one yesterday that burst.
10. Toy balloons are —— up very easily.

Write the following sentences, filling each blank with the correct form of *bring*:

1. Has John —— the paper in?
2. I —— my books home last Friday.
3. Joe —— us fresh eggs every Saturday.
4. Have you —— your skates with you?
5. Yes, I —— them and my sled too.

226. Oral Composition

JIMMIE'S FIRST RACE

Now "Last call for the mile!" sounds through the room, and Jimmie finds himself out on the track with a strange feeling as if he were somebody else.

In a vague sort of way, among the crowd of faces surrounding the track, he recognizes that of his father, who has been trying to catch his eye for some time, and who waves his hand encouragingly. Beside him stands the anxious and worried little mother, who waves her handkerchief too. Jimmie gives his bare legs a last farewell rub to supple the muscles and mechanically makes his marks in the cinders.

"On your marks!" calls the starter, and Jimmie puts his feet into the little holes.

"Get set!" comes next, and Jimmie leans over in the correct starting position that Mike has taken such pains to teach him. Every muscle and nerve in his small body quivers and jumps with excitement. After a pause which seems endless, comes a bang like that of an Armstrong gun, at least so it seems to Jimmie. In reality it is only the feeble snap of a twenty-two blank cartridge.

Without knowing in the least how he got there, Jimmie finds himself around the final turn with the others, Leighton leading and all running furiously. Instead of the quick sprint with which he started, he falls into the long-mile stride which he had learned on the high-school track. The others are ten yards ahead and running as if the race were to be settled by that one lap. But Leighton is no novice and presently drops back with Jimmie, leaving the others to exhaust themselves by their own pace. Yard by yard the leaders draw away from Leighton and Jimmie until, as the latter finish their first lap, they are full thirty yards behind.

Now the half is finished with the relative position of the runners unchanged, and they all turn into the back stretch for what is dreaded most by mile runners—that heart-breaking "third quarter." All Jimmie's grit is needed to keep him running—he feels so sick and there is no spring to his legs. Out of the corner of his eye he catches sight of his mother's face, more anxious than ever.

Back drop the leaders, running more slowly with every stride, and Leighton, closely followed by Jimmie, swings by them easily. The last quarter is at hand. Half a minute before, it had seemed to Jimmie that he could not run another step, but, as they turn into the last lap, everything suddenly changes.

Leighton hears the footsteps behind him come closer and closer and with a rush Jimmie, passing him, swings in two yards ahead. Before the startled champion can recover himself, Jimmie has increased his lead to five yards and is running his best, drawing away at every stride. With a tremendous spurt Leighton recovers his lost ground and is running neck and neck with Jimmie.

The finish is but a scant yard off and at the last "Now" Jimmie calls up every ounce of strength left, bounds or rather dives forward, and falls across the tape hardly a neck in front of Leighton.

S. Scoville, Jr.

Word Study. This is Jimmie's first big race. Explain the meaning of *vague* in the second paragraph. What does *encouragingly* mean? How do you *supple muscles?* Why can Jimmie make his mark *mechanically?* What is the correct starting position for running a dash? for running a mile? Why the difference? What does the second sentence in the fourth paragraph mean? Say it in another way. In the next paragraph why does *furiously* express the meaning better than *rapidly?* What does this mean: *Leighton is no novice?* How many laps are there to the mile on this track? Where were Jimmie and Leighton at the end of the first lap? What does *relative positions unchanged* mean? What is the *back stretch?* Why is the *third quarter* so heartbreaking? Did you ever hear of getting one's *second wind?* What does it mean? When did Jimmie get his? What is meant by *startled champion?* How much was Jimmie ahead of Leighton when he crossed the tape?

Oral Story. Prepare an oral composition on one of the following subjects:

1. The Story of an Exciting Race
2. Keeping in Training
3. Training for the Broad Jump
4. How to Row a Boat
5. Riding a Colt
6. Swimming the Breast Stroke

227. Review—*Freeze, Speak, Fall*

Repeat the forms of *freeze*, *speak*, and *fall*. Which form of each requires a helping word?

Examine the sentences below and decide which form in parentheses is correct for each sentence. When you come to class, be prepared to read the sentences correctly and to tell why you chose the word you did in each case.

1. I did not know that the pond had (froze, frozen).
2. I should have (spoke, spoken) to you about it sooner.
3. It would have been just right for skating if so much snow had not (fell, fallen).
4. Haven't you (froze, frozen) the ice cream yet?
5. I have never (spoke, spoken) in public yet.
6. The leaves have almost all (fell, fallen).
7. That man has not (spoke, spoken) to his brother for two years.
8. The little boy has (fell, fallen) from the porch.
9. When I reached home my ears were nearly (froze, frozen).

10. The lake hasn't been (frozen, froze) for ten years.
11. The temperature had (fallen, fell) in the night.
12. Have you ever (spoken, spoke) French?
13. My hopes of going on the trip have (fell, fallen).
14. Uncle Dick has not (spoken, spoke) to father about it yet.
15. The water in the engine was (froze, frozen) solid.

228. Written Story—Boy Scouts

The motto of the Boy Scouts is "Be Prepared." Before a boy becomes a Scout, he must promise: "On my honor I will do my best to do my duty to God and my country, and to obey the scout law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight."

There are three classes of members, the Tenderfoot, the Second Class Scout, and the First Class Scout. To become a Tenderfoot, a boy must be at least twelve years old, he must know the scout laws, and learn to do a few simple things. When a boy has been a Tenderfoot for at least a month and can do ten things, such as giving first aid in simple accidents, signaling, and going a mile in twelve minutes, he may become a Second Class Scout. To become a First Class Scout, he has to pass twelve tests, such as swimming fifty yards, depositing two earned dollars in a savings bank, cooking a camp meal, using an ax properly, and judging distance, size, number, height, and weight, within twenty-five per cent of the correct figures.

A Boy Scout may earn merit badges each of which is a record that he has fulfilled certain requirements or passed certain tests. The Scouts have twelve laws:

1. A Scout is trustworthy.
2. A Scout is loyal.
3. A Scout is helpful.
4. A Scout is friendly.
5. A Scout is courteous.
6. A Scout is kind.
7. A Scout is obedient.
8. A Scout is cheerful.
9. A Scout is thrifty.
10. A Scout is brave.
11. A Scout is clean.
12. A Scout is reverent.

What is the motto? What promise does a boy make on becoming a Scout? What are the three classes of Boy Scouts? Repeat as many of the twelve laws as you can remember. What is necessary to become a Tenderfoot? Explain what it means to be trustworthy. Give an illustration of trustworthiness in a boy.

Written Exercise. Which one of the following suggestions do you think would make the best story? What scout law does each illustrate? Write your story and check your work carefully. At the end of the story write the scout law which your story illustrates.

1. Principal of school gives Boy Scout letter to deliver to superintendent of schools—boy meets Tom and Fred who are going fishing—Scout starts to go with them but remembers letter. What does he finally tell the boys?

2. Boy Scout running to join playmates on ball field—meets old lady hurrying to street car with heavy bundle—trolley heard coming around corner. What does Boy Scout decide to do?

3. Foreigner lost in city—cannot speak English—rude boys—Boy Scout crossing street. What does he do?

4. Little girl of six lost in woods—night coming on—Boy Scout living next door telephones other Scouts—woods searched. How and where did they find the little girl?

229. Picture Study and Oral Composition

This is a contest between men from different colleges. The *Y* stands for Yale, the *H* for Harvard, and the *M* probably for Michigan. What other universities give their athletes the letter *M?* Why does not the runner in the rear have a letter on his jersey? Where are the

judges? Why are the white lines on the ground? Which college do you think will win?

Were you ever at a track meet or a field meet? Were you ever at a picnic where races were run? If you have ever taken part in a race, tell about it.

Oral Story. Prepare a story for the class, telling about some exciting or amusing race which you have

seen, either at a track meet, at a picnic, or on the playground. It will be fun to describe some odd race, such as a potato race, or a three-legged race.

Careful Enunciation. Before you tell your story, say each of the following expressions slowly and distinctly. Then repeat each expression rapidly ten times, taking care, however, to enunciate the words distinctly.

what's the matter	what are you doing	where did you go
what do you want	didn't you go	all the time
how did you	let's go	is that so

230. Giving First-Aid Directions

The story today describes one of the tasks which Boy Scouts are required to perform. They are told to imagine that a railway accident has taken place. The scout master then teaches them exactly what to do in the emergency and they are required to carry out his instructions. Why do you think such training is useful? Could girls carry out the scout master's instructions as well as boys?

"The emergency is an imaginary railway wreck," the scout master said to the boys. "We must rescue and care for the injured. There are a dozen or so victims lying near the station. You, Jones, and you, Smith," he nodded to the two largest boys, "take the first-aid kit and run down to the station as fast as you can. You are to help scouts from other troops carry the injured to the field hospitals." Instantly the two fellows were off. "The rest of you fellows," the scout master turned to the eager faces about

him, "go over to the vacant lot behind the headquarters' tent and help stake off ground for a field hospital. How much rope have you?"

"Fifty feet, sir," somebody answered.

"That won't be enough, but do the best you can. The two of you with axes are detailed to help make fires for cooking cocoa and coffee."

When the scout master went over to the busy scene of hospital-making a few minutes later, he found that the inadequate fifty feet of rope had been pieced out to the necessary length by the lavish use of neckties. "Good emergency work," he said, smiling at this rainbow side of the inclosure.

Meanwhile the courier had hastened to the other troops, giving each scout master a slip of directions telling what to do with his scouts and their equipment. All at once, the street seemed alive with hastening little figures in khaki; but there was no confusion, for previous training counted. The boys set off for the railway station. There the "injured" were awaiting rescue—a dozen or so of the smallest boys from different troops who had been assigned to this role by those in charge of the mobilization. Each boy had a tag on his right arm stating the nature of his injury. One had a "dislocated left shoulder," another "severed artery in left arm," others had such injuries as "compound fracture of the right thigh," "forehead badly cut," and "right wrist sprained." It was the business of the rescuers to know from their scout training how to handle each case until the proper hospital attention could be given.

The boys improvised a stretcher by thrusting two staves into the sleeves of coats and used this for the "fractured

thigh" victim; others were carried saddle fashion. Of course, the rescuers immediately made a tourniquet for the "severed artery" case, and stanched the bleeding of the "badly cut" forehead. The *real thing* could not have been attended to more seriously or practically.

THE OUTLOOK

What is meant by an *emergency?* What does *imaginary* mean? What is the difference between *rescue* and *care for?* What is a *victim?* What is a *first-aid kit?* What is kept in one? What is a *field hospital?* Why is a field hospital sometimes needed when there is a serious wreck? What would be the difference in meaning if the scout master had said *asked* instead of *detailed?* Why did the boys need rope? Why did the scout master order coffee and cocoa to be prepared? How was the rope pieced out? What did the scout master mean by saying "good emergency work"? Of what was the *rainbow* side of the inclosure made? What is a *courier?* What is meant by the expression *previous training counted?* What does *assigned to this role* mean? What does *mobilization* mean? How did the boys know what the injuries were? Read the list of "accidents". What is a *dislocated* shoulder? What is a *severed* artery? How does it differ from an ordinary cut? What is a *compound fracture of the thigh?* Why were the boys able to handle these different cases? What does *improvised* mean? What is a stretcher? How did they improvise the stretcher? What does *tourniquet* mean? How is it pronounced? Do you know how to make a tourniquet

and stop the bleeding of an artery? Tell about it. Do you place it above or below the wound? Why? How can you tell whether an artery or a great vein has been severed? Were the boys in earnest or did they take the work as a joke? How do you know? Can girls learn to do all the things these boys had learned?

Oral Directions. From the following list select the subject which you know the most about. If you can, obtain further information about the subject by consulting your physiology. What are the four rules for giving directions? If you need any materials, such as bandages or splints, in order to make your directions clear, bring to class something to represent these materials. Any long strip of cloth, or a large handkerchief, will do for a bandage.

1. How to Treat a Case of Drowning or a Gas Accident
2. How to Treat a Small Cut
3. First Aid with a Severed Artery
4. How to Put on Splints (What to use in an emergency)
5. How to Treat Frostbite
6. First Aid in a Case of Snake Bite
7. How to Get a Cinder out of the Eye
8. How to Cure Oak and Ivy Poisoning
9. Sterilizing Bandages
10. How to Treat a Sprain

231.* Writing Telegrams

Make believe that the imaginary Boy Scout wreck in Lesson 230 was a real accident, that you were traveling

home alone on the train that was wrecked, and that you escaped injury. You know that your parents will be very anxious if you do not arrive on time, and that if they read in the evening paper about the accident to the train, they will be frantic. You decide to send them a telegram telling them what has happened and assuring them that you are safe and well.

It costs no more to send ten words than one word in a *day* or *night telegram*; but if you send more than ten, you must pay extra for each word. In a *day letter* or a *night letter* you may include fifty words without extra charge. Day or night letters, however, are not delivered as quickly as regular day or night telegrams. In the case of this accident you will, of course, wish to send your message the quickest way.

In sending a telegram it is a good plan to write out just what you need to say. After studying your message carefully to see how you can say it in fewer words, copy it carefully and read it once more to be sure it is correct. This is the plan which grown people follow in preparing a telegram.

If you could write your mother a letter, you would probably wish to say something like this:

Johnstown, Pa.
March 2, 1923

Dear Mother:

We had a serious wreck last night, as you will see by the evening papers. Our car was smashed but I escaped uninjured. It was very exciting and terrible. I am now staying with some friendly people who have given me a fine break-

fast and will take me to the special train leaving soon for Pittsburgh. Don't worry.

Your loving son,
Robert

How many words are there in this letter? Let us read it over, select the facts which are most important to tell your mother, and try to state the information in a telegram of ten words. The address and the signature are not counted in a telegram. Here is one way of doing it:

Johnstown, Pa.
March 2, 1923

Mrs. R. S. Carpenter
1536 Shady Avenue
Pittsburgh, Pa.

Serious wreck. Not hurt. Fine breakfast. Leaving soon on special.

Robert

Why do you mention the wreck? Why do you say "not hurt"? Is it necessary to mention the fine breakfast? If not, what good reason is there for putting it in? Why use the word *soon?*

Written Exercise. If possible, secure from the nearest telegraph office a few telegraph blanks and bring them to class. Perhaps your teacher will appoint a committee of two or three to do this. After this exercise is finished, those pupils who have composed the best telegrams may copy their messages on the blanks.

1. Write a telegram to a friend stating that you are leaving home immediately with the intention of making him or her a visit. Tell your friend where to meet you and when. Use as few words as possible.

2. You have been away from home on a visit. The friend you have been visiting has been taken suddenly ill and you have decided to return home sooner than you had intended. Write a telegram of ten words to your father telling him what has happened and when you expect to arrive home.

3. You have been seriously ill, but the doctor has just told your father that there is no doubt now of your getting well very quickly. Write the telegram which your father might send to your grandmother, who has been very anxious about you. Include all the cheerful news you can in ten words.

232. Picture Study—Letter Writing

An outdoor dining place like this for soldiers or for Boy Scouts in camp is called a mess tent. Have you ever been in a mess tent? If so, tell about your experience. With what is the tent covered? Why is it not covered on the sides? If it should rain would the boys and the food get wet?

Do you see any waiters? How do you suppose the food is served? What do you think is in the large roasting pan at the end of the table? What do boys like best to eat when living out of doors? Who cooked the food for them?

Where do the boys sleep? Do Scouts make their own beds, or do they just crawl into their blankets at night? If you were one of a group of boys like this, or one of a

group of girls out on such a camping vacation, what could you do in the afternoon to have fun? Tell about it.

Letter Writing. *A.* (For the boys.) Imagine that you are one of the boys in this picture. Write a letter home describing the dining room and the dinner, how the meal is served, and how the table is cleared. Re-

member about including details, so as to make your letter as interesting and vivid as possible.

B. (For the girls.) Imagine one of the boys in this picture is your brother. Write him a letter asking him questions about his camp life, and telling him what has been going on at home in his absence, how his pet dog has missed him, who has been doing his chores, and any other details that occur to you.

233. Choosing the Right Word

In the following sentences choose the correct words and write the sentences. After writing them, read each sentence again and give your reason for making the choice you did.

1. Has Johnny (gone, went) to school yet?
2. No, his mother has (wrote, written) the teacher a note.
3. The last bell has (rang, rung).
4. He (run, ran) like a flash of lightning.
5. My big cousin has often (ran, run) in the track meet.
6. When the governor entered, all the pupils (raised, rose) to greet him.
7. I haven't seen (nobody, anybody) yet.
8. I wouldn't give you (nothing, anything) for that knife.
9. You must not talk to (no one, anyone) during an examination.
10. No one has ever (rode, ridden) to the top of the mountain.
11. That pencil is (broken, burst).
12. Do you like to see bubbles (burst, bust)?
13. Have you ever (drawn, drew) water out of an old-fashioned well?
14. The crowd (drawed, drew) near.
15. They wanted to see what the herald had (wrote, written).
16. The cake has not (raised, risen).
17. The tire (burst, bursted) when we were a long way from home.

234. Written Composition

What do you suppose these Boy Scouts are doing? Does the boy who is just starting a fire know how to do it properly? What makes you think so? How did the boy in the center of the picture build his fire? Why did he not build a fire in the open instead of taking the

trouble to dig a hole? What is the boy in the background going after?

Did you ever fry bacon in this way? What other ways are there of cooking bacon over a camp fire? What else will the boys have for dinner? Where do the Scouts carry their food and cooking utensils when they are on the march?

Describe the dress of these boys. Have they been out on the trail several days, or is this their first day? What makes you think so?

Written Composition. Imagine that you have been on a camping trip. Write a short account of your trip, using this outline:

1. The journey to the camp
2. Pitching the tent
3. Cooking the first meal
4. What happened the first night

235. Poem Study and Debate

Did you ever go barefoot in the summer? Did you like it? Many grown men who were allowed to go barefoot in their boyhood will tell you it is one of the greatest pleasures a child can have. The poet Whittier when a boy wore no shoes and stockings all summer long except when he went to church. In his poem, "The Barefoot Boy," he gives us a picture of happy boyhood. Here is the first stanza of the poem.

Blessings on thee, little man,
Barefoot boy, with cheeks of tan!
With thy turned-up pantaloons,
And thy merry whistled tunes;
With thy red lip, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy,—
I was once a barefoot boy!

Prince thou art,—the grown-up man
Only is republican.
Let the million-dollared ride!
Barefoot, trudging at his side,
Thou hast more than he can buy
In the reach of ear and eye,—
Outward sunshine, inward joy:
Blessings on thee, barefoot boy!

JOHN GREENLEAF WHITTIER

The first eight lines describe the appearance of the barefoot boy. What do they tell you about the boy's face and features? What does the poet mean by saying that the boy's lips have been *kissed by strawberries?* Did you ever pick any wild strawberries? Are wild strawberries sweeter than cultivated ones?

Describe the boy's hat. How did the sunshine reach his face? What does *jaunty* mean? Do you think a torn straw hat can be *graceful?* In the days when Whittier was young, boys' trousers or overalls came down to their ankles. Long trousers were rather uncomfortable in warm weather—hence the *turned-up pantaloons.* As this boy goes along the road, what is he doing? Is he happy? Why should he be merry? What are some of the interesting things such a boy can do on a pleasant summer day, especially if he has his dog along?

In the last eight lines the poet tells what he thinks of this barefoot boy. From reading fairy stories, what idea have you formed about princes? Do they have almost everything they want? Do they have to work very

hard, or have very many cares? Can you tell now why the poet calls the barefoot boy a prince? He says "the grown-up man only is republican." He probably means that the grown-up man, with all his cares and responsibilities, is just an ordinary individual, while the boy is a prince. Do boys and girls have a better time than their fathers and mothers? Why do you think so? Are the people who are worth a million dollars any happier than the barefoot boy? What has the barefoot boy that money cannot buy? What is meant by *reach of ear and eye?* What does the barefoot boy see and hear as he trudges along the road which the wealthy person in his automobile may never notice? What does *outward sunshine* mean? *inward joy?*

Debate. Prepare a debate on the question:

Resolved, That grown-up people have a better time than boys and girls.

What must you do in preparing a debate? Review Lessons 101 and 154.

236. A Business Letter

Write a letter to a publishing house ordering a small dictionary for school use; or a letter to a dealer in sporting goods ordering a tennis racket or a baseball mitt. Describe the article so well that the dealer or publisher will know exactly what you want. Your teacher will suggest names and addresses of firms to whom you may write. Check your letter.

237.* Using *Only* Correctly

Only I hit my brother. (The other boys didn't hit him.)
I hit *only* my brother. (I did not hit any one else.)
I *only* hit my brother. (I did not hurt him.)

These three sentences at the left all contain exactly the same words, but they differ from one another in just one way. What is it? Notice how changing the position of the word *only* alters the meaning of the sentence entirely.

In speaking or writing one must be very careful to place *only* in such a position in the sentence that the sentence will convey the meaning which you intend. *Only* is a little like a stick of dynamite; it must be handled carefully.

Exercise. Read the first sentence given below, inserting the word *only* before *Robinson Crusoe*, and explain what your sentence means. Read it again, inserting *only* before *heard*. What does the sentence mean now? Read it once more, inserting *only* before *some Indians*, and explain the meaning. Insert *only* in three different places in each of the other sentences, and explain the meaning each time.

1. Robinson Crusoe heard some Indians.
2. John borrowed a pair of skates.
3. Robert tripped Tom.
4. Mary played with Margaret.
5. George touched Pauline.

238. Written Description

Some of the best baskets are made by the Hopi Indians, who excel in this art. The baskets are woven from willow, which is gathered in the spring by the squaws, peeled, and packed away. When the Indians are ready to use the willow, they put it into water to make it soft and flexible. The background of the basket

is woven of the willow in its natural color, a light, dull yellow, while for the pattern the black, peeled bark of a native plant is used. To make a basket with care often takes longer than one would think—sometimes a whole month.

What are the girls in the picture doing? How do they bind the willows? How do they prepare them? Can a

basket be woven so tightly that it will hold water? Have you ever done any basket weaving? If so, tell the class about it. How are the girls dressed? How is their hair arranged? How often do you think they do their hair? On what are the girls sitting? Of what is it made? Of what is the jar made? Can you tell how Indians make their pottery? If possible, find and bring to class pictures of the kind of houses built by the Hopi Indians. Of what are their houses made? What is their shape? Describe the roofs.

Written Description. After studying this picture carefully and noticing all the details, close your books and try to describe it to yourself. As soon as you can do this, write your description. Imagine that you are telling your parents about this picture and write your description so carefully that they will have a very clear idea of how the picture looks.

239.* *In* and *Into*, *To* and *At*

Can you see any difference in meaning between these two sentences?

I walked *in* the room.
I walked *into* the room.

To illustrate the meaning of the first one, walk around inside the room. In the case of the second, walk from the outside, through the door, into the room, or from one room into another.

In is often incorrectly used for *into*, as in the sentence,

"I threw the ball in the well." The correct expression is, "I threw the ball *into* the well."

Exercise. Explain the difference in meaning between the two sentences in each of the following pairs:

1. I jumped *in* the water. I jumped *into* the water.
2. He shot a bullet *in* the woods. He shot a bullet *into* the woods.
3. He ran *in* the basement. He ran *into* the basement.
4. He fell *in* a ditch. He fell *into* a ditch.
5. He walked *in* mud up to his ankles. He walked *into* mud up to his ankles.
6. He ran *in* the house. He ran *into* the house.

Two other small words which are often confused are *to* and *at*. One sometimes hears children use such sentences as, "Charles is to the store." This is incorrect. The word *to* expresses the idea of motion toward something, while *at* merely expresses the idea of location. The following sentences are correct. Why?

Charles *went to* the store.
Charles *is at* the store.

Exercise. After deciding whether to use *at* or *to* in each of the following blanks, write the sentences. In one of the sentences, either *to* or *at* may be correctly used, but with a difference in meaning. Explain this difference.

1. He was (to, at) the picnic.
2. He ran a race (at, to) the picnic.
3. He is (at, to) the station.
4. John was (to, at) our house last night.
5. My father was (to, at) home all day.
6. I was (to, at) school early this morning.

240. A Debate

Resolved, That it is better to be the oldest child in the family than a younger one.

The teacher may divide the class into two groups, one of which will take the affirmative side, the other the negative side of this debate. Think of all the arguments you can for your side. The first speaker will be for the affirmative; he will present all his arguments and take as much time as he needs. The speaker for the negative will then take his turn; in addition to giving his arguments, he may criticize those of the other side. The affirmative debater will then be allowed a few minutes to criticize the arguments of the negative debater. Why is this fair?

The teacher and two of the pupils may be the judges. If you are one of the judges, do not decide according to what you believe yourself, but in favor of that side which has presented the best arguments.

241. Review of Punctuation and Capitalization

Study the following sentences for dictation. In studying them, explain to yourself why each capital and punctuation mark is used. If in doubt about any of them, consult your checking list.

1. Washington's Birthday is on the twenty-second of February.
2. General Pershing said, "Lafayette, we are here!"
3. Have you read it? It's very interesting.
4. Early to bed and early to rise
   Makes a man healthy, wealthy, and wise.

5. Stevenson's "Treasure Island" is a popular boys' book.
6. The girls' candy party is to be next Monday.
7. It isn't raining rain to me,
   It's raining violets.
8. What is one man's food is another man's poison.
9. "Can you hold on for five minutes longer?" shouted the captain.
10. Jane, where did you leave the morning paper?

242. Review—*Only, Surely*

Read again Lesson 237. Write the following sentences inserting *only* where it will give each sentence the meaning indicated by the expression in parentheses.

1. She is two years old. (No older.)
2. I could solve five of the problems. (And no more.)
3. I have one pencil. (No more.)
4. George took an apple. (No one else.)
5. I pinched my brother. (I did not pinch any one else.)
6. I pinched my brother. (I did not shake him.)

Write the following sentences, filling each blank with either *sure* or *surely*, whichever is correct.

1. I am —— that Jack will win.
2. I do not feel —— that Jack will win.
3. —— Mary can recite the poem.
4. May I rely on you? ——.
5. I will —— find the fountain pen.

243. Study of a Poem

In the Revolutionary War one of the most courageous patriots was General Francis Marion, known as "the Swamp Fox." He was given this name because the band of patriots whom he commanded had their camp in the swamps of South Carolina. This band, though small, constantly harassed the British and won many victories over them.

This poem was written by William Gilmore Simms and is supposed to be the words of one of Marion's men. Tarleton is the general in command of the enemy's forces.

THE SWAMP FOX

We follow where the Swamp Fox guides,
His friends and merry men are we;
And when the troop of Tarleton rides,
We burrow in the cypress tree.
The turfy hammock is our bed,
Our home is in the red deer's den,
Our roof, the tree-top overhead,
For we are wild and hunted men.

We fly by day and shun its light,
But, prompt to strike the sudden blow,
We mount and start with early night,
And through the forest track our foe.
And soon he hears our chargers leap,
The flashing saber blinds his eyes,
And ere he drives away his sleep,
And rushes from his camp, he dies.

Now light the fire and cook the meal,
The last perhaps that we shall taste;
I hear the Swamp Fox round us steal,
And that's a sign we move in haste.
He whistles to the scouts, and hark!
You hear his order calm and low—
Come, wave your torch across the dark,
And let us see the boys that go.

Now pile the brush and roll the log;
Hard pillow, but a soldier's head
That's half the time in brake and bog
Must never think of softer bed.
The owl is hooting to the night,
The cooter crawling o'er the bank,
And in that pond the flashing light
Tells where the alligator sank.

What! 'tis the signal! start so soon!
And through the Santee swamp so deep,
Without the aid of friendly moon,
And we, Heaven help us! half asleep!
But courage, comrades! Marion leads,
The Swamp Fox takes us out tonight;
So clear your swords and spur your steeds,
There's goodly chance, I think, of fight.

WILLIAM GILMORE SIMMS

Read the poem and select all the passages in the first and fourth stanzas that describe the soldiers' home in the swamp. What animals are mentioned as living in the swamp? Which passages tell what sort of man

"the Swamp Fox" is? Read these passages. Read the lines which describe the kind of men who belong to Marion's band. The word *hammock* as it is used here means "soft, spongy soil." Why was it hard for the enemy to find them in their swampy home? When did Marion's band usually start out on their raids?

Dictionary Study. Find in the dictionary the meaning of *turfy*, *shun*, *charger*, *saber*, *scout*, *brake*, *cooter*, *spur*.

Oral Composition. Prepare a story of the bravest act of which you have ever heard. It need not be a story of war. It may be a story of bravery in rescue work, or of travel in dangerous places. Try to select a story with which most of your classmates are not familiar. Tell the story to yourself until you can repeat it without hesitation.

244. Letters and Telegrams

1. What improvements in school buildings and grounds would you like to have made during the summer? Write a business letter to the school board calling attention to the need for these improvements, and asking to have them made if there is sufficient money available.

2. Write a letter to a distant friend, in which you tell him or her about the studies that you like best and your favorite games and sports. Include, also, a few questions about your friend's affairs.

3. Write the ten-word telegram which Albert Watson sent to his brother in New York telling about the race in Lesson 226.

245. Word Study and Variety of Expression

Treasure Island is an exciting story by Robert Louis Stevenson, which most boys and a great many girls take delight in reading. Here is a short extract from the story. The scene is laid on Treasure Island, and Jim, the young boy who tells the story, has just seen two of his friends murdered by Silver and the mutineers. In his fright he runs with all his might, dodging among the trees for a **long** way, and comes out upon the edge of the forest.

And here a fresh alarm brought me to a standstill with a thumping heart.

From the side of the hill, which was here steep and stony, a spout of gravel was dislodged, and fell rattling and bounding through the trees. My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine. What it was, whether bear or man or monkey, I could in no wise tell. It seemed dark and shaggy; more I knew not. But the terror of this new apparition brought me to a stand.

I was now, it seemed, cut off upon both sides; behind me the murderers, before me this lurking nondescript. And immediately I began to prefer the danger that I knew to those I knew not. Silver himself appeared less terrible in contrast with this creature of the woods, and I turned on my heel, and, looking sharply behind me over my shoulder, began to retrace my steps in the direction of the boats.

Instantly the figure reappeared, and, making a wide circuit, began to head me off. I was tired, at any rate; but had I been as fresh as when I rose, I could see it was in vain

for me to contend in speed with such an adversary. From trunk to trunk the creature flitted like a deer, running manlike on two legs, but unlike any man that I had ever seen, stooping almost double as it ran. Yet a man it was, I could no longer be in doubt about that.

I began to recall what I had heard of cannibals. I was within an ace of calling for help. But the mere fact that he was a man, however wild, had somewhat reassured me, and my fear of Silver began to revive in proportion. I stood still, therefore, and cast about for some method of escape; and as I was so thinking, the recollection of my pistol flashed into my mind. As soon as I remembered I was not defenseless, courage glowed again in my heart; and I set my face resolutely for this man of the island, and walked briskly toward him.

ROBERT LOUIS STEVENSON

Dictionary Study. Pronounce each of the following words and give its meaning: *instinctively*, *apparition*, *lurking*, *nondescript*, *adversary*, *cannibals*, *revive*.

Word Study. Find in the selection the sentence containing the first word in the left-hand column. Read the sentence substituting the corresponding word in the right-hand column, and explain what difference this change makes in the meaning of the sentence. Study the other words in the same way.

thumping	beating	sharply	quickly
bounding	sliding	flitted	hurried
leap	run	flashed	came
shaggy	rough	briskly	hurriedly

Explain what each of the following expressions means:

spout of gravel	making a wide circuit
brought me to a stand	head me off
turned on my heel	cast about
retrace my steps	set my face resolutely

Variety in Expression. Express each of the following sentences in another way:

A fresh alarm brought me to a standstill.

My eyes turned instinctively toward the leaping figure.

What it was, whether bear or man or monkey, I could in no wise tell.

It was in vain for me to contend in speed with such an adversary.

I was within an ace of calling for help.

Courage glowed again in my heart.

Oral Group Work. What do you think will be the best way to finish the story of Jim's encounter with the wild man? Does Jim go back and give himself up to the murderers? Does he fall into the clutches of the wild man? Does the wild man turn out to be a harmless person after all? Or does Jim escape somehow from both the murderers and the wild man? Have a class discussion of the different ways proposed for getting Jim out of his difficulty. At the close of the discussion, decide upon the best ending for the story. If any members of the class have read *Treasure Island*, they may keep silent during the discussion. After the class has decided upon a suitable ending, they may tell how Stevenson finished the story.

246. Story Telling—Stories of Bravery

Long ago there lived in the little village of Domremy, France, a peasant girl named Joan, whom we now call Joan of Arc. At that time, you know, the English were taking possession of northern France, and Joan's father taught her how to ride and to use weapons, so that she might be able to defend herself should the enemy come to Domremy. Often Joan wished that she were a man so that she might help to free her country.

As she grew older, Joan had strange dreams, and one day, while in her father's garden, she had visions regarding the war between England and France. Mysterious voices, as clear as the church bells, told her to go to Orleans and drive away the English army that was besieging that city. Again and again she heard these voices urging her to aid the Dauphin, the rightful ruler of France.

At last she obeyed the voices, cut off her beautiful long hair, took off her red dress, and putting on man's clothing, rode bravely away on her perilous journey. When she reached the city she asked to see the Dauphin. The nobles, in reply, laughed at her and would not grant her request. Nevertheless, Joan persisted until at last they admitted her to the court. In order to test her, the Dauphin robed himself very simply and stood among his velvet-gowned courtiers, commanding a noble to sit on his throne. But Joan recognized him immediately and, kneeling, requested of him a fine steed, a suit of armor, and many troops with which to free Orleans. At first the Dauphin refused, but finally, persuaded by her gentle voice, he granted her a white horse, pure white armor, a white banner embroidered with lilies, and an immense army.

The French soldiers cheered their new leader, and obeyed her, while the English, thinking that she was a witch, were stricken with terror. After several days of hard fighting the enemy were forced to leave Orleans. Then Joan hastened to Rheims and drove the enemy from that city. The French people rejoiced and sang songs about this heroic girl in white armor. On July 17, 1429, a great celebration was held. The Dauphin was crowned, and became King Charles VII of France.

Believing that her work was done, the maid wished to return home. But King Charles persuaded her to remain with the army. After taking part in many battles, Joan was at last captured by the foe. Even then, she was not afraid, for she felt sure that King Charles would pay her ransom. But she did not know that the French nobles, who were very jealous of her, had persuaded the king to do nothing for her. The English believed her to be a witch, and, after an unjust trial, condemned her to death. On a sunny morning in May the Maid of Orleans, as Joan was called, was burned at the stake in the market place of Rouen.

Thus died Joan of Arc for the country she loved. Afterwards even the English cried, "We have burned a saint!"

What should the introduction to a story contain? What facts are mentioned in the introduction to this story? Read the conclusion. Make an outline for this story.

Oral Story. Plan a story about some brave man or woman of whom you have read, and tell it to the class. Make a careful outline, decide what facts you will state in the introduction, and plan a good conclusion. Include

as many interesting details as you can. Are you trying more and more to cultivate variety of expression in your oral and written work?

Here are the names of some brave men and women who have figured in our history. You may select one of these for the subject of your story, or, if you prefer, you may choose some other hero or heroine whom you have read about.

1. Molly Pitcher
2. Hannah Dustin
3. Daniel Boone
4. Anthony Wayne
5. Francis Marion
6. Oliver Hazard Perry
7. Elizabeth Zane
8. The Bird-Woman
9. Ethan Allen
10. George Washington
11. Kit Carson
12. David Crockett

247. Review—Speaking Correctly and Distinctly

Pronounce each of the words or expressions in the following list rapidly but distinctly ten times. Use each in an oral sentence. Make a list of all the words or expressions which you are apt to speak incorrectly or carelessly. During the summer try to overcome any such careless habits of speech.

drowned	hygiene	Mrs.	is that so
asked	literature	perhaps	don't you
hold	health	pincers	how do you do
across	breadth	probably	why are you
geography	breath	yes	what are you
surprise	caramel	suppose	what's the matter
probably	licorice	celery	let's go
physiology	getting	Mississippi	all the time

248. Poem Study—Written Description

Have you been studying about birds this spring? Have you learned to recognize any new birds this year? Describe these birds and imitate their notes if you can. Which is your favorite song bird? Can you describe the thrush? In England the thrush was sometimes called the "throstle." Tennyson, the famous English poet, was so charmed by the mellow notes of the song-thrush, or throstle, in the early spring that he wrote this poem.

THE THROSTLE

"Summer is coming, summer is coming,
I know it, I know it, I know it.
Light again, leaf again, life again, love again,"
Yes, my wild little Poet.

Sing the new year in under the blue.
Last year you sang it as gladly.
"New, new, new, new!" Is it then so new
That you should carol so madly?

"Love again, song again, nest again, young again."
Never a prophet so crazy!
And hardly a daisy as yet, little friend,
See, there is hardly a daisy.

"Here again, here, here, here, happy year!"
O warble unchidden, unbidden!
Summer is coming, is coming, my dear,
And all the winters are hidden.

ALFRED, LORD TENNYSON

Read what the bird says in the first stanza. Does it sound like a bird singing? Can you tell why? What does the poet reply? Why does he call the bird a *wild little poet?* In each stanza, read what the poet says and what the thrush sings. Is the bird's song happy or sad? What does the bird mean by saying, "New, new, new"? At what season of the year do birds sing the most?

What is a *prophet?* Why does Tennyson call the bird a prophet? What does it foretell? Does the poet wish the bird to continue singing? What line tells you? As soon as we hear the **songbirds** in the spring, what becomes of our memories of the long, cold winter? Can you explain the last line of the poem?

Word Study. Find in the dictionary the meaning of *carol, warble, unchidden, unbidden.*

Memory Exercise. Memorize this poem.

Written Exercise. Write a description of some bird which you know well. Do not mention in your composition the name of the bird. If you are called upon to read your composition in class, see whether your classmates can tell what bird you are describing.

249. Review. *In—Into, To—At, Only*

What difference does the use of *in* or *into* make in the meaning of a sentence? Illustrate this difference by using each word in a sentence.

Give two sentences, one containing *at*, and the other *to*, and explain the difference in meaning between the two.

Choose the correct word in the sentences below, and write the sentences correctly.

1. The little girl danced (in, into) the room. (From another room.)
2. "Oh," she cried, "I was (to, at) the jolliest party!"
3. Tommy fell (in, into) the rain barrel today.
4. He was (to, at) his aunt's house.
5. She sent him (in, into) the house to get dry.
6. She was (at, to) the grocery store when it happened.
7. My mother sent me (at, to) the store for some sugar.
8. While I was (to, at) the store I saw Elizabeth.
9. As I was going (in, into) the house I slipped and fell.
10. Elizabeth said, "That's just the way you did when you were (to, at) my house."

Insert the word *only* in three different places in each of the following sentences, and explain the meaning of the sentence in each case:

1. I read the poem.
2. Ellen tore her sleeve.
3. Two children walked to the corner.
4. Ann teased me.

250. Test A. Capitalization and Punctuation

In class the teacher will dictate the following selection to you very slowly. Check your work before handing it in. Neatness as well as punctuation and capitalization will count in the score. Misspellings will not be counted although they are to be avoided. What do you think is the best way to study this test?

A small boy had been reading "Treasure Island" all one February afternoon, and had been thrilled by this story of dead men's chests, hidden treasure, and desperate robbers.

"Mother, I want to be a treasure hunter!" he said.

"Why don't you become one?" inquired his mother.

"I haven't the time," he replied. "Boys in the United States are busy going to school all the week and there isn't time to hunt treasure on Saturday."

"I don't believe that your father would give his consent," said his mother anxiously. "If Mr. R. L. Stevenson were alive, I should write him a sharp letter about his books that make boys want to be pirates," she added.

"Oh, mother, I was only pretending!" he cried. "That's more fun than being a pirate."

251. Test B. Word Forms

Write the sentences correctly explaining to yourself the reasons for your choice of words. Check your work.

1. I gave (to, too, two) dollars (to, too, two) him.
2. (Its, It's) a long way from (its, it's) mother.
3. (Don't, Doesn't) that fish look odd!
4. You (were, was) in bed when I called.
5. (Those, Them) apples are (frozen, froze).
6. Will you take Mary and (me, I)?
7. He is (lying, laying) (to, too, two) near the fire.
8. Where are those two (boy's, boys') books?
9. I (have, haven't) told (nobody, anybody).
10. Have you (written, wrote) to your uncle yet?
11. We (come, came) early yesterday morning.
12. We were on time because we (run, ran) fast.

13. The old man was (setting, sitting) on his porch.
14. The bell has not (rung, rang) tonight.
15. You should (rise, raise) when ladies enter a room.
16. I shall (learn, teach) you a lesson.
17. (Can, May) Robert stay with me?
18. Have you (rode, ridden) all the way?
19. The boy has (fallen, fell) (in, into) the pond.
20. Who has (driven, drove) the car in here?
21. I (give, gave) her a pencil yesterday.
22. She has (taken, took) the keys with her.
23. I (only) took (only) one piece and no more.
24. The wind has (blew, blown, blowed) the gate open.

252. Test C. A Written Debate

Write three paragraphs on the following subject:

Resolved, That a child who grows up in the country has more advantages than one who grows up in the city.

Your paper will be marked for spelling, punctuation, capitalization, general written form, and neatness.

253. Test D. Explanation

Write a short composition on one of the following subjects. If you prefer, you may write on a subject of your own choosing.

How to Care for a Horse (or some other animal)
How to Care for a House Plant
How to Clean a Bicycle
How to Sweep and Dust a Room
How to Make a Chicken Coop

254. Test E. A Written Anecdote

Write some anecdote which you know well. Do not choose one which is in any of your school books. Plan the anecdote carefully beforehand. When you take the test you will be given time enough to write neatly and to check your work. Your composition will be judged according to its introduction and conclusion, its interesting details, and its variety of expression. It will also be judged, of course, for capitalization, spelling, punctuation, and written form.

255. Test F. Letter Writing

Write a friendly letter to somebody you know who lives at a distance. The body of the letter should contain about fifty words.

After you have written it, read it over carefully and make any necessary corrections. Then copy it so as to make it as nearly perfect as you can. Hand your teacher both the original letter and the final copy.

256. Review Lesson

Read the following sentences correctly. Give the reason for your choice of words.

1. Marie has a very beautiful voice and she sings (well, good).
2. I do not write so (good, well) as usual today.
3. (There, Their) are a great many trees in our town.

4. I wonder whether the Italians are homesick for (there, their) own country.
5. (Sure, Surely), but there is more work here for them.
6. Yes, it was (me, I) whom you saw in the orchard.
7. This will be a secret between you and (me, I).
8. (Those, Them) apples are very sour.
9. I have often (seen, saw) a snowstorm.
10. But my cousin in Alabama never (seen, saw) one.
11. He (came, come) to visit us in the summer.
12. We (done, did) a great deal of work this morning.
13. I (laid, lay) down among the flowers and grass.
14. While I was (laying, lying) there I saw a fairy.
15. It (set, sat) on a toadstool.
16. Have you (broken, broke) your doll, little girl?
17. No, it was (broke, broken) when I found it.
18. Some one had (threw, thrown) it down on the walk.
19. Would you rather have (ate, eaten) at the first table?
20. My mother had never (eaten, ate) that kind of salad.
21. I did not think the pond had (froze, frozen).
22. Yes, it was (froze, frozen) all last week.
23. My roommate had never (spoken, spoke) French before.
24. The man who was fixing the roof has (fell, fallen).
25. Have you ever (driven, drove) four horses at a time?
26. No, I have never even (driven, drove) one horse.
27. Father (give, gave) me a silver pencil for my birthday.
28. Now he has (given, gave) us each one.
29. My sister was (gave, given) one for a prize in school.
30. She has (took, taken) a prize three times.

CHECKING LIST

(Numbers in parentheses refer to lessons. Numbers less than 125 refer to lessons in Part One of Book Two.)

Rules for Oral Form

1. Choose subjects which the class does not know about but which are familiar to you. (6)
2. Choose subjects which will interest your audience. (6)
3. Tell the story to yourself until you can do so without hesitation. (6)
4. Talk so distinctly that every one in the class can hear you. (7)
5. Pronounce your words carefully. (7)
6. Do not use too many *and's*. (7)
7. Stand squarely on your feet; do not lounge. (7)

Rules for Written Form

1. All words should be spelled correctly. (Book I)
2. Writing should be plain and neat. (Book I)
3. Write your name near the top of the page on the right-hand side. (Book I)
4. Write the date on the same line on the left-hand side. (Book I)
5. Leave a margin of an inch and a half at the left of the page. (Book I)
6. Begin the first word of a paragraph about one inch from the left-hand margin. (Book I)
7. Do not use too many *and's*. (Book I)

8. In correcting pencil errors erase neatly. In correcting errors in ink, draw a line through the incorrect word and write the correct word neatly above it. (Book I)
9. All written work should be checked. (Book I)

Punctuation

1. A period is placed at the end of a statement. (15)
2. A question mark is placed at the end of a question. (15)
3. An exclamation mark is placed at the end of a sentence or after a word to express deep feeling. (15)
4. Place a period at the end of every abbreviation. (Book I)
5. The name of a person addressed should be separated from the rest of the sentence by a comma or commas. (Book I)
6. Words in a series should be separated by commas. (10)
7. If *yes* or *no* is used as part of an answer to a question, it is separated from the rest of the answer by a comma. (10)
8. A quotation should be separated from the rest of the sentence by a comma, unless a question mark or an exclamation mark is needed. (24)
9. An apostrophe is used in a contraction in place of the omitted letter or letters. (22)
10. Add an apostrophe and *s* to singular nouns to show possession. (46)
11. When a plural noun ends in *s*, add an apostrophe only to show possession. (48)
12. When a plural noun does not end in *s*, add an apostrophe and *s* to show possession. (48)
13. Quotation marks are put at the beginning and at the end of a quotation. (24)

14. When used in a sentence, the title of a book, a poem, or a story should be enclosed in quotation marks. (136)
15. A word should be divided only between syllables. In dividing a word at the end of a line, a hyphen should be used to show that the word is not finished. A word of but one syllable cannot be divided. (Book I)

Capitalization

1. The first letter in a sentence is always a capital letter. (15)
2. The first word of each line of poetry begins with a capital letter. (Book I)
3. The word *I* is always written as a capital letter. (Book I)
4. Begin with a capital letter the name of a particular person, place, or thing. (Book I)
5. The first word and every other important word in a title should begin with a capital letter. (Book I)
6. The first word of a quotation is usually begun with a capital letter. (24)
7. Capitalize the names of the days of the week. (Book I)
8. Capitalize the names of the months. (Book I)

Language Rules

1. Use *was* with singular nouns and pronouns. (31)
2. Use *were* with plural nouns and pronouns. (31)
3. Always use *were* with *you*, whether *you* refers to one person or to more than one. (31)
4. Never use double negatives. (49)
5. When you speak of yourself together with one or more other people, always mention yourself last. (Book I)

6. Most nouns form their plurals by adding *s* or *es* to the singular form. (Book I)
7. Always prepare an outline for the story you are going to write and begin a new paragraph for each topic in your outline. (Book I)
8. In writing a paragraph, stick to the point. (138)

Rules for Giving Directions

1. In giving directions, have a clear idea of what you wish to explain. (202)
2. In giving directions, every essential detail must be included. (204)
3. In giving directions, always stick to the point. (205)
4. In giving directions, mention in the right order the various steps to be taken. (205)

Definitions

1. A noun is a word used as the name of a person, place, or thing. (Book I)
2. A pronoun is a word that stands for a noun. (30)

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